Springfield
High School

Home of the Cosmos

Building a Revitalized Community,
One Student at a Time

2025-2026
Program of Studies

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INTRODUCTION

MISSION STATEMENT & CORE BELIEFS of SPRINGFIELD SCHOOLS

Springfield High School students will prepare for post-secondary learning through achieving fluency in the essential skills of reading, communication, collaboration, and reasoning. Successful SHS graduates will be capable, respectful, responsible citizens of the community in which they live.

Springfield School District Portrait of a Cosmo

- **Resilient:** Cosmos transfer and adapt learning from diverse experiences to embrace failure as a part of growth/life and learn from setbacks to continue to work towards goals despite difficulty and opposition.

- **Effective Communicator**: Cosmos articulate thoughts and ideas effectively using multiple modes of communication, such as reading, writing, speaking, listening, and artistic expression.

- **Problem Solver:** Cosmos access, select, organize, curate, critically consume, and reflect on information to solve problems, think critically, and make informed decisions.

- **Collaborative:** Cosmos act responsibly by using the strengths of the individual and group to build collective commitment towards common goals and actions of the larger community and the greater good.

- **Adaptable:** Cosmos initiate and take action independently, utilizing resources to accomplish goals and adjust to challenging conditions with agility and flexibility.

- **Civically Responsible:** Cosmos engage in personal, civic, local, and global responsibilities by demonstrating ethical and empathetic behavior that values and embraces diverse cultures and unique perspectives through mutual respect and open dialogue.

Demographics and Learning Model
Springfield High School is a public high school serving grades 9-12. The total enrollment is approximately 350 students with 80 students in grade 12. At SHS, we use a proficiency-based learning and grading model. Proficiency-based grading measures a student's performance on clearly defined standards and emphasizes what a student knows or can do at the end of the course using the best available evidence of learning. One advantage of proficiency-based learning is that students have many opportunities to demonstrate their learning if early attempts are unsuccessful. For example, if at the start of a semester a student is struggling in a particular standard, but later the student is able to show that they understand the material, then the later score will reflect that mastery and the early struggle does not bring down the overall evaluation of the student's performance.

In addition to our proficiency-based model, SHS is also dedicated to creating more flexible, personalized pathways to graduation for all students. This flexibility includes but is not limited to: ample choice in course offerings (especially after the 9th grade year), access to courses at the River Valley Technical Center, work-based learning, independent studies, online learning options, dual enrollment college courses, the Early College program, and various other expanded learning opportunities.

Equal Rights and Opportunities
Springfield High School affords young men and women of any background access to all the rights, privileges, programs and activities generally made available to students at the school. It does not discriminate on the basis of race, color, religion, creed, or sex with regard to the education programs or activities which it operates.

In compliance with section 504 of the Americans with Disabilities Act (ADA), the school does not discriminate on the basis of handicap in admission or access to its programs and activities. Inquiries concerning the school nondiscrimination policies may be referred to the Principal.

State Required Testing
As required by the Vermont Agency of Education, students in the 9th and 11th grade cohort will take part in Cognia testing. 9th graders will take assessments in English language arts and mathematics and 11th grade students will participate in a science assessment. These tests are designed to help prepare all students to graduate from high school, college and career-ready.and are aligned with the Common Core State Standards and will be taken on computers.

SPRINGFIELD HIGH SCHOOL FACULTY

ADMINISTRATORS

Belinda Hathorn
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Principal Certification, Antioch University New England, NH

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Interim Assistant Principal
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BA SUNY Potsdam, M.Ed. in Education
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ATHLETIC DIRECTOR

Rich Saypack

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M.Ed. Franklin Pierce University, NH

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M.A, University of Massachusetts, Amherst, MA

Derek Graham *(SLPA)*
A.S. Granite State College, NH

COUNSELING DEPARTMENT

The School Counseling Department provides academic and social/emotional support as well as career and college guidance to all students in grades 9-12. We help students to develop the tools and confidence they need to become self-directed learners, effective self-advocates, and positive, contributing members of their community. We work with students to set personal and educational goals and we collaborate with families, school staff, and community members to support students in bringing those goals to life.

Graduation Requirements

To graduate from Springfield High School, students must demonstrate proficiency in each of the SHS proficiency-based graduation requirements (listed below) and complete forty hours of community service. Students in the Class of 2027 and beyond are required to earn twenty-seven credits, distributed across all disciplines, as stated in the chart below. Students who plan to pursue post-secondary education are recommended to take four years in all core subject areas (*see below for more information*).

Community Service Hour Requirement:

- Class of 2026 - Class of 2029: 40 hours

Community service hours must be approved in advance by the Community Service Coordinator, before students begin their volunteer work. Community Service must be done with qualified 501c3 non-profit organizations that also meet the SHS Qualifying Service Standard. The SHS Standard for Qualifying Service requires that volunteer work benefit the greater community. Qualifying Service does not include activities advocating for persons to become members of a particular political or religious organization.. All students attending Prom must be current with their community service requirement (10 hours for each year in attendance at SHS). Please contact the Community Service Coordinator with any questions about community service opportunities.

Proficiency Based Graduation Requirements

Students will graduate based on the achievement of proficiency in Springfield High School's graduation standards. Counselors, students, and advisors will work together to identify a learning pathway that provides opportunities for students to demonstrate proficiency in all Springfield High School graduation standards (including both content standards and transferable skills).

More detailed information about graduation expectations and how particular learning experiences can help students meet PBGRs are found within each department's section of the Program of Studies or by contacting the Counseling Office.

Proficiency Based Graduation Requirements (cont.)

Class of 2026

Learning Area	**Proficiencies**
English Language Arts	● Reading ● Writing ● Speaking and Listening ● Language ● Research
Mathematics	● Modeling with Functions and Algebra ● Modeling with Geometry ● Algebra ● Functions ● Statistics and Probability ● Geometry
Social Studies and World Language	● Inquiry ● Any combination of four of the following: ○ History ○ Civics ○ Sociology ○ Psychology ○ Economics ○ Geography ○ Anthropology ● Communication in World Language
Science	● Scientific Practices (twice) ● Any three of the following: ○ Physical Science ○ Life Science ○ Earth and Space Science ○ Engineering
Health	● Health Skills
Physical Education	● Personal Health and Fitness (three times)
Arts	● Create ● Present/Perform ● Respond ● Connect - Personal ● Connect - Cultural
Community Service Hours	● 40 hours
Transferable Skills	● Creativity ● Effective Communication ● Collaboration and Cooperation ● Responsible Citizenship ● Problem-solving ● Independence and Initiative

SHS Graduation Requirements - Class of 2027 and beyond

Students will graduate based on the achievement of proficiency, through completing courses, at Springfield High School. Departments have identified proficiency based graduation requirements and folded them into the courses they offer. By earning all required credits students will demonstrate proficiency in all Springfield High School graduation standards (including both content standards and transferable skills).

More detailed information about graduation expectations and what PBGRs are tied to specific courses are found within each department's section of the Program of Studies or by contacting the Counseling Office.

Starting with the Class of 2027

English - 4 credits

Social Studies - 3 credits
- 1 course with proficiency tied to American history and government

Math - 3 credits
- Algebra 1 required

Science - 3 credits

World Language - 1 credit

Health - 1 credit

Art - 1 credit

PE - 1.5 credits

Financial Literacy - 0.5 credits

Electives - 9 credits

Total: 27 credits

COLLEGE AND CAREER INFORMATION

The information below is a general guide to college and career planning. For detailed planning, speak with your school counselor and review the entrance requirements for any particular college you are considering.

2 Year College Information
Two year colleges need one requirement met: a high school diploma or GED.

4 Year College Information
Many 4 year colleges have the following minimum requirements. Less competitive schools relax these requirements and more competitive schools have higher standards.

- 4 years of English
- 4 years of mathematics (including Algebra I & II and Geometry)
- 3 years of science (2 must be laboratory sciences, i.e. Biology & Chemistry)
- 3 years of social sciences (including U.S. History)
- 2 years of a single world language (3 years is preferred)

Career Information
Business and industry leaders prefer 21st century skills like good communication and working both collaboratively and independently. In addition, experience in the field is a plus. Consider taking the following courses and experiences.

- River Valley Technical Center
- Courses related to your career interest
- Internships
- Job Shadowing
- Leadership Experiences/Opportunities
- Psychology
- Writing courses

Military Information
Each branch of the military varies slightly on the academic portion of their applications.

- High School Diploma or Equivalent
- Completion of the ASVAB (Armed Services Vocational Aptitude Battery), available at SHS upon request on an as needed basis. Minimum score required for enlistment: Army 31, Marine Corp 32, Navy 35, Air Force 36, Coast Guard 40.
- Continuing to take challenging courses, especially in math and science, to help prepare for the ASVAB exam.
- PE classes to prepare for the physical fitness exam.
- Students wishing to enter a military academy should refer to the academic requirements for competitive colleges.

Important Policies and Information

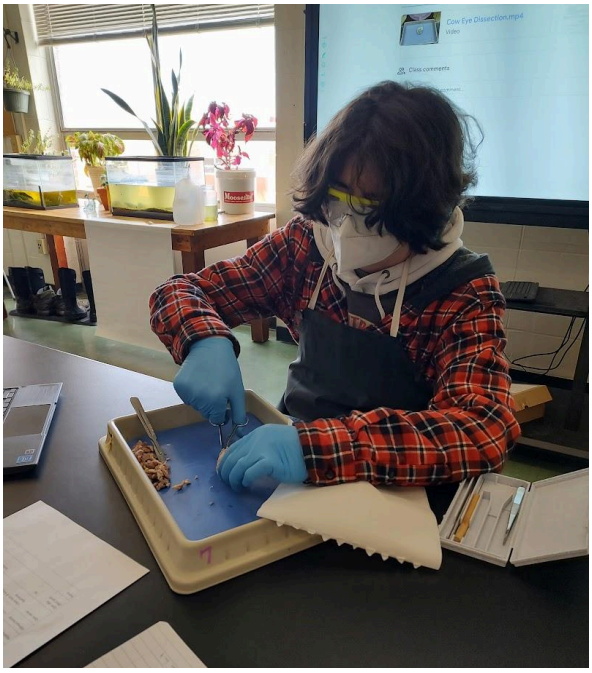
Monitoring Progress: PowerSchool and Report Cards

- A student's attendance, current grades and historical academic records can be accessed through PowerSchool.
- The PowerSchool Student and Parent Portals provide families with detailed and up-to-date information about a student's progress in current classes.
- Username and password information is sent home to families at the beginning of each year; a copy of this information can also be obtained by contacting the Counseling Office Registrar at 802-885-7914.
- Progress reports will be available in real time through families checking the PowerSchool Parent Portal and will be emailed to families multiple times throughout the semester. If families would like to request a hard copy of their student's progress report and/or unofficial transcript, they should contact the Counseling Office Registrar at 802-885-7914.

Proficiency-Based Grading System

SHS Grading Scale:
As of the 2018-2019 school year, all classes taught at Springfield High School adopted a proficiency-based grading model.

Score Band	Descriptor	Description
0-1.49	Beginning	The student has provided some evidence of progress towards grade-level learning outcomes.
1.5-2.49	Developing	The student is approaching proficiency in grade-level learning outcomes, or inconsistently meeting grade-level outcomes.
2.5-3.49	Proficient	The student has demonstrated consistent proficiency in grade-level learning outcomes.
3.5-4	Expanding	The student has demonstrated a mastery of learning outcomes that exceeds grade-level expectations.



GPA
GPA is calculated by adding grade points from final course grades, then dividing by the total attempted credits for all classes. Springfield High School will continue to calculate an overall proficiency average, based on the final proficiency average in each learning experience. This is reported to colleges, universities, and other partners as needed. Please see information below for information on how withdrawing from a course impacts a student's cumulative grade point average.

Converting External Grades to GPA Points:
Some external partners (VTVLC, RVTC, area colleges, and previous schools of students who transfer to SHS) continue to report learning through traditional letter grades. Grades will be transcripted as issued, however, in order to include those grades in GPA, SHS will use the conversion scale below. Where we are unable to translate the GPA points from the sending institution, we will NOT factor these grades into the SHS cumulative grade point average.

Letter Grade*	Number Equivalent	Grade Points	Letter Grade*	Number Equivalent	Grade Points
A+	97-100	4.0		79-80	3.1
A	95-96	3.9	C+	77-78	3.0
	93-94	3.8	C	75-76	2.9
A-	91-92	3.7		73-74	2.8
	89-90	3.6	C-	71-72	2.7
B+	87-88	3.5		69-70	2.6
B	85-86	3.4	D	60-68	2.5
	83-84	3.3	F	0-59	0
B-	81-82	3.2			

*Any numerical grade will be rounded to the nearest whole number.

Converting Proficiency-based Grades to External Grades:
Some courses taught at SHS are co-listed with Dual Enrollment courses. Given that some of the dual enrollment partners use a letter grading system, SHS teachers convert their grades to letter grades, when required by the partner institution, using the scale below. This conversion scale will also be used to track proficiencies when students are requesting to use an external course to fulfill an SHS graduation requirement.

Letter Grade	Score
A	3.8-4.0
A-	3.5-3.7
B+	3.3-3.4
B	3.0-3.2
B-	2.8-2.9
C+	2.7
C	2.6
C-	2.5
No Credit Earned	0-2.4

Grade Promotion
Grade promotion is based on the number of courses in which a student has demonstrated proficiency. Students who are not progressing successfully through their classes will be at risk of not graduating with their cohort. This is intended to help students stay on track to meet SHS graduation requirements by the end of their 12th grade year.

Grade Promotion	Courses Proficient
10th Grade	6
11th Grade	13
12th Grade	19
Graduation	Class of 2026: Proficiency in all required PBGRs Class of 2027 & beyond: 27 Credits *AND* 40 community service hours (all students)

Other notations on student report cards and transcripts:

WD	Withdrawn from course within the six week add/drop period (requires admin approval)
WDF	Withdrawn from course after the six week add/drop period (requires admin approval - see below for more information)
WDP	Withdrawn from course after the six weeks add/drop period (requires admin approval - see below for more information). This notation will not impact GPA and can be considered on a case by case basis.
INC	Incomplete grade
NC	No credit earned
MED	Withdrawn from course due to medical reasons
P	Passed Course *Appears on transcript but no impact on students GPA

Academic Honors
Due to our shift to a proficiency-based learning system, coupled with a more intentional commitment to equity and personalization in our school, we have made several revisions to our traditional methods for honoring student achievement during and at the end of a student's time at Springfield High School.

Semester-Based Academic Honors
Beginning with the 2018-19 academic year, we began to recognize three tiers of student achievement: honors, high honors, and highest honors. These recognitions will happen at the end of each semester and will be awarded based on aggregate proficiency scores for the learning targets assessed for the courses in which a student is enrolled. All learning experiences can be applied to the calculation of semester-based academic honors.

Semester-based Academic Criteria
Honors: 3.00
High Honors: 3.30
Highest Honors: 3.50

Withdrawal From Classes
The procedure for withdrawing from classes has two phases at SHS: during the Add/Drop Period and after the Add/Drop Period. Course drops are *NOT* allowed in the first two days of a semester (2 full meeting days for a course that meets every day; 1 full meeting for a course that meets every-other day). After the second day of the semester, the Add/Drop Period begins and will last for three school days. The requirements and consequences of dropping a course during these phases are listed below. Students should *always* consult with their school counselor when considering adding or dropping a course, as it is always challenging to enter into a course after the semester is underway.

	During the Add/Drop Period (three days following the first two days of each semester semester)	**After the Add/Drop Period**
Protocol for withdrawing from all SHS courses ***Note*: Withdrawing from courses offered by external partners (RVTC, VTVLC, CCV) may be different. Please contact your school counselor or the Flexible Pathways Coordinator for more information.	Students must meet with their counselor, complete the ADD/Drop Form and obtain signatures (approval) from teachers, school counselor, and a parent/guardian.	Students must meet with their school counselor, complete the ADD/Drop Form, and obtain signatures (approval) from an administrator, teachers, school counselor, and a parent/guardian. **The withdrawal window closes after the first 6 weeks of the course. After that point a student will be given a Withdraw Fail.** *If a drop occurs before the WD window closes the course will appear on the official transcript as a *"WD" and will not be calculated as part of their GPA* ***If a drop occurs after the WD window closes the course will appear on the official transcript as a "WDF" and will be calculated as part of their GPA as a zero - regardless of what their grade is at the time of the drop.* ****WDP can be considered after the WD window on a case by case basis. WDP will not be factored into GPA.*

No withdrawals will be permitted following the midpoint of the relevant course unless there are special circumstances approved by the administration. Special circumstances will include medical needs or major life changes that preclude access to the course. In such cases, the withdrawal will be documented on the transcript as MED or WD. Students will not be given partial credit for any course dropped. However, there may be special circumstances where students may appeal to the administration for credit or partial credit in a class that has been dropped; the administration reserves the right to approve or deny credit after an appeal. If a student requests to drop a class, they must continue to attend that class until a new, updated schedule has been issued by their school counselor.

NOTE: The add/drop dates for dual enrollment courses differ from other Springfield High School courses and align directly with the calendar for the participating college. For specific dates, please contact the Dual Enrollment Coordinator or the participating college.

Required Course Load
Students in grades 9 through 11 are required to carry a full schedule of classes. Students in grade 12 will be permitted one open block each day if they have earned senior privileges. Students carrying less than a full schedule will be considered "part-time students", which may have an impact on sports eligibility, social security income, car insurance, and other programs that require full-time enrollment in a school. It is the responsibility of the student and family to track the activities that might be impacted by part-time status. All requests for part-time enrollment status must be pre-approved by the administration.

Incomplete Grades
If a student has missed classes and/or assignments for extenuating circumstances, teachers may assign him/her an incomplete (INC). At this point, the teacher and student should establish a plan to make up for missed learning. If additional time is needed, students/families should meet with their school counselor and additional time may be granted by the counselors and the administration.

Repeating Classes
If a student wishes to retake a course to improve the grade, both courses appear on the transcript along with the grades and credit earned. Both grades are calculated into the GPA. The previous credit awarded can then be used as elective credit; the same course cannot be applied twice toward a core graduation requirement.

Summer Credit and Proficiency Recovery
A student who takes but does not pass a Springfield High School class *may* be eligible to pursue credit recovery through summer school. In order to pursue credit recovery, a student must meet the requirements determined by each department. In special circumstances, the administration may allow a student to participate in a credit recovery course if the student does not meet the specified requirements. Both the failed and the recovery class are recorded on the student's transcript and both are used in the calculation of the student's GPA. The summer school director typically reaches out to families at the end of each school year. If you would like to take advantage of recovery through summer school, please do not hesitate to reach out to your school counselor or connect directly with the summer school coordinator.

Online Learning
Online learning is open to any SHS student if it is determined that online learning is a developmentally and academically appropriate fit, provided that the online learning policy requirements are met. This learning format is designed to enhance the available learning experiences beyond those available to students within the walls of SHS, and generally will only be permitted if the course is not accessible to students via other reasonable means.

Process for Elective Credit through an Online Course
Students wishing to enroll in an online course and have it transcripted should first meet with their counselor. After meeting with the counselor, the counselor will enroll the student in one of the Cosmos "U" sections or another placeholder "course" that provides support and oversight of the program. The teacher assigned to support and oversee the student will facilitate enrollment in the online course with the support of the Flexible Pathways Coordinator.

Process for Obtaining Graduation Proficiency through an Online Course
Students wishing to enroll in an online course that will meet one or more of the SHS proficiencies/credits should first meet with their counselor. After meeting with the counselor, the counselor will enroll the student in one of the Cosmos "U" sections or another placeholder "course" that provides support and oversight of the program. If the course has already been vetted and approved the student may be assigned to any teacher. If the course has not been vetted and approved, the assigned teacher must be either a content-certified teacher or the Flexible Pathways Coordinator, with that individual responsible for vetting the course. Any proficiencies to be met during the course must be certified by a content teacher and/or the Flexible Pathways Coordinator.

Students can seek financial assistance from SHS for online courses and if approved, this can be provided while funds allow. Springfield High School will ***not*** cover the cost of any outside online "course" if

a) The course or a nearly identical course is taught within the walls of SHS **AND**
b) The course being taught at the school would fit into the student's schedule,
c) **BUT** payment may be covered if an extenuating circumstance, approved by the administration, prevents you from taking the course offered at SHS.

Upon completion of the online course, Springfield High School will transcript using the course name, grade and credit offered by the participating institution. Passing of the course shall serve as proof that the student met the proficiencies certified above. These proficiencies will be transcripted as met/not met.

Transfer of Credit
A student transferring to Springfield High School will, upon receipt of an authorized transcript(s), be given appropriate credit for all learning experiences completed at other institutions. The remaining graduation requirements will be determined by the counselor and the administration.

Early Graduation
Early graduation places a heavy academic burden on the student, but there are circumstances when early graduation is appropriate. Students who want to pursue early graduation must meet with the principal, their school counselor, and a parent/guardian by the end of their junior year and that support team will make a determination about whether early graduation is a feasible and appropriate choice for the student. Students who do not adhere to this deadline will be handled on a case by case basis. In preparation for this meeting, students are encouraged to speak with their family and their school counselor about their motivation and goals and they are required to write a proposal stating their intent, the reasons they want to graduate early, and an explanation of their plans for after graduation. Students requesting to graduate early will still be required to meet all of the graduation requirements, including meeting the academic and community service expectations for their original graduation cohort.

CLUBS & ACTIVITIES

AFTER SCHOOL CLUBS
Clubs will run after school on Monday, Wednesday, and/or Friday from 2:40-4:00, a variety of clubs happen. Clubs in the past have included: Social Club, Weight Lifting, Volleyball, Gamers, Dungeons & Dragons, Anime, Fitness and Netflix, AWARE, LARP, Runners. If you are interested in putting a club together, contact Tami Stagner. Anyone participating in an after school club will also receive an after school meal. All clubs and meals are free and offerings change each school year.

QUEER-STRAIGHT ALLIANCE (QSA)
QSA is a group that meets weekly to provide a supportive environment for students as it pertains to gay, lesbian, bisexual, transgender, questioning youth and their allies. In addition to providing a safe space for students, the group attends various events throughout the year that support LGBTQIA youth.

AWARE and FRIENDS OF AWARE
Aware is a group for students of color and friends that meets weekly to learn, share information and to provide support for students of color (SOC) that attend SHS. Aware provides space for SOC to share experiences, express their thoughts, learn about their history, organize community events, attend social justice and anti-racism conferences in Vermont and across New England, work with students in younger grade levels and in other schools and communities.

SPRING THEATER PRODUCTION
Any student may be part of the Spring Theater Production which is performed for the public in the spring of each school year. Rehearsals are generally three days a week (Mon, Tues, Wed) and run for roughly six weeks with a full week of Tech Rehearsals before opening weekend. See Mrs. Skrypeck for more information as well as other Theater opportunities offered throughout the school year.

STUDENT COUNCIL
Student council is a student-led group that seeks to be the voice of the student body on matters relevant to them in school. As much as possible, the student council is a place for students to organize and lead themselves independent from adults in the building—advisors are there to provide logistical assistance. Any student may participate in student council, no elections are held, and take part in determining how it runs, the issues it addresses, and the way it interacts with the school community.

NATIONAL HONOR SOCIETY
Membership in the National Honor Society is based on community and school service, leadership, scholastic achievement, and character. To gain membership, academically eligible students will be invited to submit an application during the spring of their junior year. Accepted students will be required to earn 10 additional hours of community service, attend weekly meetings and participate in NHS events. NHS members wear Gold Honor Cords at graduation in recognition of their accomplishments.

BOYS' STATE AND GIRLS' STATE
Students are nominated by the counselors and administration to represent the school in this leadership retreat, which is designed like a mock legislature. Those attending run for office and are assigned duties based on the results of the elections. Speakers and seminars give everyone a great sense of the political arena. Students write bills, debate the issues, and pass laws.

GOVERNOR'S INSTITUTES
The Governor's Institutes of Vermont (GIV) enrich the lives of motivated Vermont high school students through intensive educational experiences on Vermont college campuses. These summer programs emphasize experiential learning and subsequent community involvement. GIV seeks to enroll students who reflect the diversity of Vermont. Students should see the Counseling Department or giv.org for information.

UPWARD BOUND
The Keene State College Upward Bound Programs are year round college-preparatory programs designed to prepare students for success in high school and enrollment in college.The Upward Bound Programs are funded by the U.S. Department of Education and are FREE for students from moderate income families and/or may be the first in their family to complete a 4-year college degree. Admission to KSC UBP is based on financial eligibility, academic eligibility, and a personal interview.

VSAC GEAR UP
VSAC's GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programming) Program helps Vermont students be prepared to enter and succeed in postsecondary education and training.

Services provided to GEAR UP students:

- Intensive support, including mentoring, tutoring, career/college counseling, and selection of academically rigorous courses
- VSAC GEAR UP college scholarship
- Career and college exploration through information sessions, field trips, 1-on-1 counseling, summer programs, and cultural activities
- Financial literacy programs and assistance with understanding financial aid, eligibility, and assistance with forms

ATHLETICS

Cheer Team
Baseball
Unified Basketball
Soccer
Field Hockey
Football
XC Running
Basketball
Softball
Track and Field
Wrestling
Indoor Track & Field

2025-2026 COURSE OFFERINGS

Flexible Pathways

Flexible Pathways provides students with high-quality learning opportunities - including academic and experiential offerings inside and outside of the school building. Flexible Pathways allows students to apply knowledge and skills while tapping into personal interests to achieve proficiency in content area standards, all the while supported by Flexible Pathways teachers. Within the Flexible Pathways suite, there are a variety of opportunities to personalize curriculum, participate in project-based learning, community-based learning, internships, job shadows, and online courses (at the high school or college level).

Dual Enrollment

Dual enrollment enables students to take a course from a participating Vermont or New Hampshire state college and receive both college credit and credit towards their high school diploma simultaneously.

Students have the opportunity to take college courses on-campus at the high school or directly through the college. Currently, the state is providing two vouchers to each junior and/or senior. This voucher covers the cost of the tuition. Students may be responsible for the cost of textbook(s). Other comprehensive fees may apply depending on the college and course chosen. The high school may subsidize or cover these costs (while funds last).

Students have the opportunity to take additional college courses, beyond the two paid for by the state, at an additional cost (varies depending on the participating college). The high school may subsidize or cover this cost (while funds last). If a student takes a dual enrollment course and fails it, the district will not cover the cost for the student to retake that same course. In this case, district funding for a different course will be up to the discretion of the administration. It is important to note that all dual enrollment courses that are taken for college credit will result in a college-level transcript and will also appear on a student's official high school transcript, factoring into their GPA. Therefore, determining a student's individual readiness for these courses is essential. Various colleges require placement tests or the submission of a high school transcript in order to help determine this readiness. If a student wishes to enroll in a dual enrollment class taught at SHS, but is not interested in receiving college credit and/or having the grade reflected on a college transcript, this option is available. The course will, however, still appear on the high school transcript.

Dual Enrollment: On-Campus *(see corresponding department section for course information)*
These classes are college-level and students will receive their final grade on both their Springfield High School transcript and a college transcript directly from the college. While the students' high school transcript will display a proficiency rating (when a proficiency is being earned) and the corresponding letter grade, the students' college transcript will only reflect the letter grade received. On-campus courses are taught by Springfield High School faculty who have been hired by the credit-issuing institution to teach the college curriculum as a course at SHS. If a qualified teacher is not available to teach a specific dual enrollment course at SHS, the course may run as accelerated (rather than dual enrollment).The following classes are the "on-campus" courses that SHS offers, along with the credit-issuing institution:

English Composition I (credit through Vermont State University)
Introduction to Psychology (credit through Vermont State University)
Statistics I (credit through River Valley Community College)
Calculus I (credit through River Valley Community College)
Introduction to Chemistry (credit through Vermont State University)
Spanish III (credit through River Valley Community College)

Dual Enrollment: Off-Campus
Dual enrollment courses that are taken off-campus, directly through a participating college, can be entered into a student's schedule to replace a class or added as an additional class outside of their SHS schedule. For these external courses, both students' high school and college transcript will display the letter grade that they received in the course. A student's SHS transcript will also reflect the corresponding proficiency grade for any aligned proficiency embedded in the course.

College Classroom: Students may choose to take a college course through a college in which they attend weekly classes. Springfield is partnered with the Community College of Vermont (CCV), Vermont State University (VTSU), and River Valley Community College (RVCC), who currently offer both daytime and evening classes. Specialized schools, such as the New England Culinary Institute, also offer dual enrollment course opportunities for high school students.

Online Courses: Students also have the opportunity to take online college courses directly through their college of choice. The Community College of Vermont, the University of Vermont, Landmark College, Vermont State University, and several other colleges currently offer a variety of courses through this method. Depending on the college, students can take synchronous, asynchronous, flex, or accelerated classes in this online format.

Common Courses: Although there are a multitude of courses to choose from, prior students have taken English Composition I and II, World History I, American History I, Introduction to Psychology, College Algebra, Human Growth and Development, Wellness for Life, Introduction to Education, Personal Finance, Drawing I, Medical Terminology, Introduction to Business, Child Development, etc. Please see the Flexible Pathways Coordinator for current course offerings.

Important Note: Students who are taking a Dual Enrollment course off-campus (either online or on the college campus) need to obtain approval from both their guardian and the Flexible Pathways Coordinator in order to leave SHS campus during the school day to complete this coursework. If a student's Dual Enrollment grade falls below a B average, the student will be required to be physically present at SHS to complete this coursework during their scheduled Dual Enrollment block.

Early College

Through the State of Vermont Flexible Pathways Initiative, Springfield High School students are eligible to participate in Vermont's Early College Program (ECP) during their senior year of high school. This allows students to complete their last year of high school (earning their diploma) while simultaneously completing their first year of college. Students may not enroll in any SHS classes as an early college student. However, they can still receive support (counseling, college advising, ...) and may participate in SHS-based activities (sports, prom, senior trip, ...). After early college acceptance, a student may request to complete early college work at SHS. With administration approval, these students must sign in and out at the office, work only in the library for half of the day, and arrange their own transportation. Funds are available to students accepted into full-time programs through participating colleges throughout the state and covers the cost of tuition for 12-15 college credits. Currently, the following Vermont Colleges have approved Early College programs:

- Community College of Vermont
- Goddard College
- Norwich University
- Vermont State University (all campus locations)

Each of the colleges above have different prerequisites, application requirements, deadlines, and some have additional fees including, but not limited to, the cost of room and board if the student chooses to live on campus. Students must work with Springfield High School when selecting Early College courses to ensure that any remaining high school required courses will be covered. Anyone interested in Early College should see their counselor or the Flexible Pathways Coordinator for further information.

Personalized Learning

In the 2019-2020 school year, Springfield High School launched “Cosmos U”, organized to support student-designed and student-led learning experiences either to demonstrate SHS proficiencies or gain additional exposure to an area of personal interest. The range of personalized learning offerings include independent studies, teacher-supported remediation of proficiencies, project-based learning experiences, work-based learning, and the demonstration of proficiency through extensions approved programming outside of SHS

COSMOS “U”
Proficiencies addressed and level: varies based on learning experience
Credit: TBD
Prerequisite: None

In Cosmos U, students are able to work with a teacher within a content area (English, Science, Social Studies, or Art) to design their own learning experience. This could be used to fulfill a graduation requirement, to investigate an area of personal interest, or to learn a skill that will be useful for your post-secondary plans. The selection of particular content or transferable skills to be mastered during a student’s time in Cosmos “U” will be decided collaboratively by the student, counselor, Flexible Pathways coordinator, and teacher. Once enrolled, the student and teacher will collaboratively determine a learning and assessment plan for the student that will likely include a learning plan, several checkpoint assessments, student-teacher conferences, and a presentation of learning.

WORK-BASED LEARNING (Internships, Job Shadows, Career Exploration & Preparedness)
Proficiencies addressed and level: varies based on learning experience
Credit: varies based on learning experience
Prerequisite: None

Work-Based Learning (WBL) at Springfield High School is a comprehensive experience designed to provide students with hands-on exposure to the professional world. Students who enroll in work-based learning have the opportunity to take part in a job shadow(s) or internship(s) after spending time researching their career(s) of interest, writing a resume and cover letter, participating in mock interviews, and looking at the trends and outlooks in the job market. . Through a combination of classroom instruction, real-world application, and experiential learning, students will gain valuable insights into various industries, develop essential employability skills, and make informed decisions about their future careers.

Non-SHS Options for Acquiring PBGR's

The following are non-SHS course options that have been crosswalked and approved to meet one (or more) of the SHS graduation requirements for the proficiencies listed. If you are interested in taking a non-SHS class that is *not* on this list, please contact the Flexible Pathways Coordinator, Patty Davenport (pdavenport@ssdvt.org), or your school counselor. Other courses can be aligned to SHS proficiencies on an as-needed basis.

Institution	Course	PBGR & Level
River Valley Technical Center		
	Pre-Technical Studies	Speaking & Listening (benchmark)
	Audio Video Production II	Create (benchmark) Respond (benchmark)
	Business & Financial Services II	Speaking & Listening (benchmark)
	Advanced Manufacturing & Engineering II	Modeling w/Functions & Algebra (benchmark) Statistics & Probability (benchmark) Engineering (benchmark) Scientific Practices (benchmark)
	Health Sciences II	Life Science (benchmark)
	Technology Essentials	Create (benchmark) Perform/Present (benchmark) Respond (benchmark) Connect - Cultural (benchmark) Connect - Personal (benchmark) Speaking & Listening (benchmark)
Community College of VT		
English	English Composition II (EN -1062)	Language (advanced) Speaking & Listening (advanced) Reading (advanced) Writing (advanced) Research (advanced)
	Creative Writing (ENG-2102)	Writing (advanced)
	Creative Writing: Poetry (ENG-2120)	Writing (advanced)
	World Mythology (ENG-1350)	Reading (advanced) Writing (advanced)
	Dimensions of Self & Society (INT-1050)	Writing (benchmark) Research (benchmark)
	Global Issues in the Media (ENG-2050)	Writing (advanced) Research (benchmark)
	Effective Speaking (ENG-1070)	Speaking & Listening (advanced Research (benchmark)
	Communications in the Early Childhood Education & After School Workplace (ENG-1015)	Speaking & Listening (benchmark)

Non-SHS Options for Acquiring PBGR's (cont.)

Institution	Course	PBGR & Level
Community College of VT		
English (cont.)	Women in Literature (ENG-2510)	Reading (advanced) Writing (advanced) Research (benchmark)
	Introduction to Research Methods (ENG-1020)	Reading (benchmark) Writing (advanced) Research (benchmark)
	Introduction to Literature (ENG-1310)	Reading (advanced) Writing (advanced) Research (benchmark)
Math	College Algebra (MAT-1230)	Algebra (benchmark) Functions (benchmark)
	Pre-Calculus (MAT-1330)	Algebra (advanced) Functions (advanced) Modeling w/algebra & functions (advanced)
	Applied Math Concepts (MAT-1030)	Modeling w/Geometry (benchmark)
	Math & Algebra for College (MAT-0310)	Algebra (benchmark)
	Intermediate Algebra (MAT-1020)	Algebra (benchmark)
Science	Introduction to Biology (BIO-1210)	Life Science (advanced) Scientific Practices (advanced)
	Principles of Animal Behavior (BIO-2330)	Life Science (advanced) Scientific Practices (advanced)
	Human Biology (BIO-1140)	Life Science (advanced)
	Wildlife Ecology (BIO-1250)	Life Science (advanced) Scientific Practices (advanced)
	Anatomy & Physiology (BIO-2011)	Scientific Practices (advanced) Life Science (advanced)
	Introduction to Chemistry (CHE-1020)	Physical Science (advanced) Scientific Practices (advanced)
	Physics I (PHY-1041)	Physical Science (advanced) Scientific Practices (advanced)
	Introduction to Environmental Science (ENV-1010)	Life Science (advanced) Earth & Space (advanced) Scientific Practices (advanced)
	Fundamentals of Earth Science (ENV-1055)	Life Science (advanced) Earth & Space (advanced) Scientific Practices (advanced)

Non-SHS Options for Acquiring PBGR's (cont.)

Institution	Course	PBGR & Level
Community College of VT		
Social Studies	Vermont History (HIS-2070)	History (advanced) Inquiry (advanced)
	Child Development (PSY-2010)	Psychology (advanced)
	Microeconomics (ECO-2030)	Economics (advanced)
	Macroeconomics (ECO-2020)	Economics (advanced)
	Human Growth & Development (PSY-1050)	Inquiry (advanced) Psychology (advanced)
	Women in US History (HIS-2210)	Inquiry (advanced) History (advanced)
	American Politics & Government (POS-1020)	Civics (advanced)
	Introduction to Business (BUS-1010)	Economics (advanced)
	Introduction to Geography (GEO-1010)	Geography (advanced)
	World History I (HIS-1111)	History (advanced)
	American History I (HIS-1211)	History (advanced)
	Introduction to Criminal Justice (CJR-1010)	Civics (advanced)
	Child Abuse & Neglect (PSY-1020)	Psychology (advanced)
	Race, Ethnicity, Class & Gender (SOC-2040)	Sociology (advanced)
	World History II (HIS-1112)	History (advanced)
	The Holocaust (HUM-2040)	History (advanced) Inquiry (advanced)
	Introduction to Political Science (POS-1010)	Civics (advanced)
	Introduction to Philosophy (PHI-1010)	History (advanced)
	Introduction to Ethics (PHI-1040)	Civics (advanced)
	Psychology of Consciousness (PSY-1030)	Psychology (advanced)
	Positive Psychology (PSY-2280)	Psychology (advanced)
	Social Psychology (PSY-2040)	Psychology (advanced)

Non-SHS Options for Acquiring PBGR's (cont.)

Institution	Course	PBGR & Level
Community College of VT		
Social Studies (cont.)	Introduction to Sociology (SOC-1010)	Sociology (advanced) Inquiry (advanced)
	Introduction to Psychology (PSY-1010)	Psychology (advanced) Inquiry (advanced)
	Psychopathology (PSY-2060)	Psychology (advanced)
Fine Arts	Music Appreciation (MUS-1010)	Respond (benchmark) Connect: Cultural (benchmark)
	Introduction to Rock & Roll (MUS-1028)	Respond (benchmark) Connect: Personal (benchmark) Connect: Cultural (benchmark)
	Introduction to World Music (MUS-1060)	Respond (benchmark) Connect: Cultural (benchmark)
	Art Appreciation (ART-1050)	Connect: Cultural (benchmark)
	Drawing I (ART-1070)	Create (benchmark)
	Graphic Design I (ART-1111)	Create (benchmark)
	Digital Photography (ART-1310)	Create (benchmark)
	Adobe Creative Cloud (ART-1210)	Create (benchmark) Perform/Present (benchmark) Respond (benchmark) Connect-Personal (benchmark)
	Motion Graphics (ART-2090)	Create (benchmark) Perform/Present (benchmark) Connect-Personal (benchmark)
Physical Education	Wellness for Life (AHS-2120)	Personal Health & Fitness (benchmark)
World Language	Spanish I (SPA-1011)	Communications in World Language (benchmark)
	French I (FRE-1111)	Communications in World Language (benchmark)
	Sign Language I (SLS-1011)	Communications in World Language (benchmark)
University of Vermont		
	Principles of Economics (ECO-012)	Economics (advanced)

Non-SHS Options for Acquiring PBGR's (cont.)

Institution	Course	PBGR & Level
Vermont Virtual Learning Collaborative (VTVLC)		
English	English I (Seg. I & Seg. II)	Language (benchmark)
	English II (Seg. 1 & Seg. II)	Language (benchmark) Speaking & Listening (benchmark)
	English III (Seg. I & Seg. II)	Reading (benchmark) Writing (benchmark) Speaking & Listening (benchmark)
	English IV (Seg. I & Seg. II)	Reading (benchmark) Writing (benchmark) Speaking & Listening (benchmark) Research (benchmark)
Math	Algebra 1 (Seg. I & Seg. II)	Algebra (benchmark) Modeling w/Algebra & Functions (benchmark)
	Geometry (Seg. I & Seg. II)	Geometry (benchmark) Modeling w/Geometry (benchmark)
Science	Astronomy (Seg I & Seg II)	Earth/Space (benchmark) Scientific Practices (benchmark)
	Biology (Seg. I & Seg. II)	Scientific Practices (benchmark) Life Science (benchmark)
	AP Biology (Seg. I & Seg. II)	Life Science (advanced) Scientific Practices (advanced)
	Chemistry (Seg. I & Seg. II)	Physical Science (benchmark) Scientific Practices (benchmark)
	Earth & Space (Seg. I & Seg. II)	Earth/Space (benchmark) Science & Engineering Practices (benchmark)
	Human Anatomy & Physiology (Seg. I & Seg II)	Life Science (benchmark) Scientific Practices (benchmark)
Social Studies	Archeology	History (benchmark)
	AP Psychology (Seg. I & Seg. II)	Inquiry (benchmark) Psychology (advanced)
	Psychology	Psychology (benchmark) Inquiry (benchmark)
	Economics w/Financial Literacy	Economics (benchmark)
	World History (Seg I & Seg II)	History (benchmark)

Non-SHS Options for Acquiring PBGR's (cont.)

Institution	Course	PBGR & Level
Vermont Virtual Learning Collaborative (VTVLC)		
World Language	Intro to Japanese	Communication in World Language (benchmark)
	German I (Seg I & Seg II)	Communication in World Language (benchmark)
Health	Lifetime Management Skills	Health Skills (benchmark) *still must take Intro to Wellness
Physical Education	Fitness & Lifestyle Design	Personal Health & Fitness (benchmark) *still must take Intro to PE
	Personal Fitness	Personal Health & Fitness (benchmark) *still must take Intro to PE
Music	Piano	Connect: Cultural (benchmark)
	Guitar	Connect: Cultural (benchmark)
	Music Composition	Connect: Personal (benchmark) Connect: Cultural (benchmark) Create (benchmark)
CK12 (online learning)		
English	Common Sense Composition	Writing (benchmark) Language (benchmark)
Math	Algebra 1	Algebra (benchmark)
	Geometry	Geometry (benchmark) Modeling w/Geometry (benchmark)
Science	Biology	Scientific Practices (benchmark) Life Science (benchmark)
	Chemistry	Scientific Practices (benchmark) Physical Science (benchmark)
	Earth & Space	Scientific Practices (benchmark) Earth/Space (benchmark)
Windham Regional Career Center		
	Discover Sign Language	Communication in World Language (benchmark)
Duolingo		
	Spanish, French, Japanese, Chinese, Portuguese	Communication in World Language (benchmark) *NOTE*: Students must also complete an independent cultural project

DRIVER EDUCATION

DRIVER EDUCATION
Proficiencies addressed & level: this course does not address any PBGR's
Credit: ½ elective credit upon completion of both classroom *and* in-vehicle requirements.
Prerequisite: Proof of an official driver permit (physical card present) is REQUIRED to be on file with the **SHS registrar** prior to August 15th for fall semester course enrollment and prior to January 5th for spring semester course enrollment. Temporary paper permits and/or email confirmations WILL NOT BE ACCEPTED. **Students who do not produce an official permit (physical card) to the registrar on or before these dates will be unenrolled from the course in compliance with Vermont state regulations.** Enrollment in drivers ed is based on Date of Birth and proof of a valid Vermont drivers permit. Due to high enrolment numbers and required driving hours, this course is limited to 30 students per semester.
NOTE: Daily participation and attendance are required.

In this course students will learn to become competent and responsible drivers who are committed to improving driver performance throughout their lifetime. Topics will include alcohol and drug education, seat belt usage, zone control method of operation, risk management and other topics. All concepts and skills to be practiced in the car, will be first presented in the classroom. A partnership will be formed between the instructor, student, and parent/ guardian to help support driving skills. This course will build a foundation of driving skills that students can use throughout their lifetime of driving.

ENGLISH

Students begin their English exploration with English 9 and English 10. During junior and senior years, students are encouraged to choose from a variety of electives to fulfill their English requirements and pursue areas of interest.

In all courses, students are trained to write informational, analytical, and personal texts. The theme of each grade level explores a topic to encourage growth in students and their mindsets.

ADVANCED ENGLISH 9 (AC)
Proficiencies addressed & level: Language (benchmark), Reading (intermediate), Writing (intermediate), Speaking & Listening (intermediate)
Credit: 1 English
Prerequisite: None

In this course, students will explore the elements of storytelling, while developing an understanding and appreciation of its importance. Students will be challenged with advanced levels of reading and writing that push beyond the standard 9th grade expectations.

ENGLISH 9
Proficiencies addressed & level: Language (benchmark), Reading (intermediate), Writing (intermediate), Speaking & Listening (intermediate)
Credit: 1 English
Prerequisite: None

In this course, students will explore the elements of storytelling, while developing an understanding and appreciation of its importance. Students will gain experience with high school reading and writing expectations.

ENGLISH 10
Proficiencies addressed & level: Language (benchmark), Speaking and & Listening (benchmark), Reading (intermediate), Writing (intermediate), Connect-Cultural (benchmark)
Credit: 1 English
Prerequisite: English 9

In this course, students will learn about the choices humans make and how those choices impact others. Students will learn strategies for effectively voicing their opinions about these choices and supporting these opinions with facts and evidence. This course is designed for students to evaluate and support their beliefs and understanding of the world.

ADVANCED ENGLISH 10 (AC)
Proficiencies addressed & level: Language (advanced), Speaking and & Listening (advanced), Reading (intermediate), Writing (intermediate), Connect-Cultural (benchmark)
Credit: 1 English
Prerequisite: Advanced English 9 and teacher recommendation, or teacher recommendation

In this course students will learn about the challenges that young people face and the choices that they make as they come of age through an assortment of literary texts. Students will learn strategies for effectively voicing their opinions about these choices and supporting these opinions with facts and evidence. This course will place a **significant emphasis on reading, especially outside of class,** so that students can utilize class time to prepare for and participate in a variety of speaking and listening tasks, such as discussions, debates, and presentations.

ENGLISH 11
Proficiencies addressed & level: Reading (benchmark), Writing (benchmark), Research (intermediate)
Credit: 1 English
Prerequisite: English 10 or teacher recommendation

In this course, students will study American literature to show how history and literature shaped the United States. Students will examine various styles and genres of literature and literary elements to help them shape their understanding of America.

ADVANCED ENGLISH LITERATURE & COMPOSITION (with ADVANCED PLACEMENT OPTION)
Proficiencies addressed & level: Research (benchmark), Reading (advanced), Writing (advanced)
Credit: 1 or 1 ½ English
Prerequisite: English 10 and teacher recommendation

In this introductory college-level course, students will develop their understanding of literature as they study concepts like character, setting, plot, and theme through close reading of a few major novels and plays from Western Literature. Additionally, students will develop their ability to determine an author's purpose and meaning through assigned reading, writing, and research projects. This course will also prepare students for the AP English Literature and Composition exam given in May. Students wishing to enroll in the Advanced Placement portion of the course, must also take AP English Literature & Composition Lab (AP) in the spring semester.

ENGLISH 12
Proficiencies addressed & level: Speaking and Listening (benchmark), Writing (benchmark), Research (benchmark)
Credit: 1 English
Prerequisite: English 11

In this course, students will read and study various literary works. Each unit in English 12 will begin with a close reading of text for meaning and purpose. Then students may use their understanding of self and teacher chosen literature to develop research topics for deeper analysis, practice speaking and listening skills, and write argumentative and informative essays that are logical and convincing.

ENGLISH COMPOSITION (DE) **- in partnership with Vermont State University**
Proficiencies addressed & level: Research (benchmark); Reading (advanced); Writing (advanced)
Credit: 1 English
Prerequisite: English 11 OR Advanced Literature & Composition OR Advanced English 10 OR English 10 and teacher recommendation

In this course, students will learn how to develop effective writing skills and research techniques. Students learn strategies for research, organizing, and revising their work.. Students will be expected to demonstrate proficiency in first-year college-level writing techniques.

ADVANCED JOURNALISM
Proficiencies addressed & level: Writing (benchmark), Research (benchmark)
Credit: 1 Elective
Prerequisite: None

In this course, students will produce the *Green Horn*, the Springfield High School student newspaper, published by Red House Press and posted online at the SHS website. Students will practice the following reporting techniques: interviewing, researching, writing, and editing. Advanced Journalism reporters will also practice communication skills, collaboration, creativity, and critical thinking. Finally, members of the Advanced Journalism staff will also have the opportunity to explore the production of the SHS student broadcast news program, *Green Horn Live* in cooperation with the RVTC Audio Video Production program.

PUBLIC SPEAKING & DEBATE
Proficiencies addressed & level: Research (intermediate), Language (benchmark), Speaking & Listening (advanced)
Credit: ½ Elective
Prerequisite: English 10 or teacher recommendation

In this course, students will develop their critical thinking abilities, argumentative skills, and listening skills. Students will also practice and improve their research skills, while learning to write and present speeches. Students will gain experience in both giving public presentations and learning from the presentations of others. By the end of the course students will be able to prepare for and participate effectively in a range of classroom conversations and debates. This course will prepare students for college and careers that demand the following: logical thinking, clear spoken expression, active listening skills, an ability to conduct research, and adaptation and collaboration working in teams.

CREATIVE WRITING
Proficiencies addressed & level: Writing (intermediate), Reading (intermediate), Language (benchmark)
Credit: ½ Elective
Prerequisite: English 9 (can be taken as long as student is enrolled in English 9)

In this course, students will learn the principles and techniques of creative writing and actively participate in writing workshops. Students will read and discuss the styles and techniques of various writers and will begin to develop their own sense of style and voice in their own work. Students will have a choice of genre, theme, and topic to focus their study on.

THEATER I-IV: PERFORMANCE
Proficiencies addressed & level: Speaking and Listening (benchmark), Perform/Present (benchmark), Create (benchmark), Respond (benchmark), Connect: Personal (benchmark)
Credit: ½ Fine Arts
Prerequisite: None

In this course, students will learn to analyze, write, read, and produce plays. Students will be able to build their public speaking, social, and collaborative skills. **Students must produce and perform in a fall production (1st semester) and 2nd semester One Act for the school and community.**

- There is an after school/weekend requirement for this course (5-10 for dress rehearsal and performances).
- Students **must write** 2 film reviews for the Respond Benchmark.

THEATER I-IV: TECH & DESIGN
Proficiencies addressed & level: Perform/Present (benchmark), Create (benchmark), Respond (benchmark), Connect: Personal (benchmark)
Credit: ½ Fine Arts
Prerequisite: None

In this course, students will learn to **read**, analyze, design, and construct costumes, sets, props, and lighting for plays. By enrolling and participating in this class students will be able to build their social and collaborative skills. **Students will be supportive of the Performance Class productions by constructing materials and work as stage crew in a fall production (1st semester) and 2nd semester One Act for the school and community.**

- There is an after school/weekend requirement for this course (5-10 for dress rehearsal and performances).
- Students **must write** 2 film reviews for the Respond Benchmark.

COSMOS "U" - ENGLISH

Proficiencies addressed & level: Varies by student interest and need
Credit: TBD
Prerequisites: English 9

This course, as part of Flexible Pathways, allows you to design your own learning experience tailored to your goals and interests. You are most likely in this class for one of two reasons: you need to catch up on some proficiencies or you have a specific topic that you're passionate about and want to study while earning proficiency towards graduation. Regardless of why a student takes Cosmos U, they should be prepared to gain deep knowledge about a topic of their choosing, while simultaneously improving their English abilities and earning proficiencies that they need. This course has an option for contributing to program distinction in Social Justice and Research depending on the focus and rigor of the student selected project.

Path to Proficiency Based Graduation Requirements in English

Proficiencies	Intermediate	Benchmark	Advanced
Reading	- Advanced English 9 (AC) - English 9 - English 10 -Advanced English 10 (AC) - Creative Writing	- English 11 - Cosmos "U" English	- English Composition (DE) - English Literature & Comp (AP) - Adv. Literature & Comp. - Cosmos "U" English
Writing	- Advanced English 9 (AC) - English 9 - Advanced English 10 (AC) - English 10 - Creative Writing	- English 11 - English 12 - Advanced Journalism - Cosmos "U" English	- English Composition (DE) - English Literature & Comp (AP) - Adv. Literature & Comp. - Cosmos "U" English
Language		- Advanced English 9 (AC) - English 9 - Advanced English 10 (AC) - English 10 - Creative Writing - Public Speaking & Debate - Cosmos "U" English	- Cosmos "U" English
Speaking and Listening	- Advanced English 9 (AC) - English 9	- Advanced English 10 (AC) - English 10 - English 12 - Theater: Performance - Cosmos "U" English	- Public Speaking & Debate - Cosmos "U" English
Research	- English 11 - Public Speaking & Debate	- English Composition (DE) - English 12 - Adv. Literature & Composition - English Literature & Comp (AP) -Advanced Journalism - Cosmos "U" English	- Cosmos "U" English

HEALTH

Note: Students MUST take the introduction courses (Introduction to Wellness) prior to any other additional courses regardless of grade level.

INTRO TO WELLNESS (HEALTH I)
Proficiencies addressed & level: Health Skills (intermediate)
Credit: ½ Health
Prerequisite: None

This ninth grade course is comprised of a comprehensive health curriculum, which covers concepts of wellness, assessing the various dimensions of wellness.Instructional units include Goal Setting, Mental Health, Nutrition, Substance Abuse Prevention, Interpersonal Communication, Decision Making, Fitness.. Students will use critical thinking skills to discover ways for enhancing wellness, reducing risk of disease and promoting healthy behaviors for themselves and their families. Students will demonstrate their learning achievement through performance and/or cognitive assessments. Health Education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal is for students to become health literate and to use such information/skills in health-enhancing ways.

PERSONAL HEALTH (HEALTH II)
Proficiencies addressed & level: Health Skills (benchmark)
Credit: ½ Health
Prerequisite: Intro to Wellness

This course teaches students the skills necessary to weigh options, make responsible decisions and to develop behaviors that promote healthy and balanced lifestyles. Instructional units include Healthy Human Sexuality, Analyzing Influences, Accessing Valid and Reliable Information/Products/Services, Sleep, Mindset, and Motivation. All students will learn the lifesaving techniques of Adult First Aid/CPR/AED through the American Red Cross (CPR certification is optional). By the end of the course students will be able to demonstrate the ability to practice health-enhancing behaviors that reduce risk and promote health. Students will demonstrate their learning achievement through performance and/or cognitive assessments.

Path to Proficiency Based Graduation Requirements in Health

Proficiencies	Intermediate	Benchmark	Advanced
Health Skills	- Introduction to Wellness	- Personal Health	

MATHEMATICS

Mathematics courses at Springfield High School address the Common Core State Standards and prepare students for college entrance, State Cognia tests,and SAT Exam. Students graduating in 2026 or before are required to take three math classes to graduate - Algebra 1; Geometry and half of a credit of Statistics. Students graduating in 2027 and beyond are required to earn three credits in math, with Algebra 1 (Part 1 & Part 2) being required. Students planning to continue their education in college are strongly advised to have at least four credits in college preparatory mathematics. The Springfield High School Mathematics Department offers a wide range of upper level courses, such as: Pre-Calculus, and Dual Enrollment Statistics and Dual Enrollment Calculus.

ALGEBRA I - Part 1 (Semester)
Proficiencies addressed & level: Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)
NOTE: Students MUST pass Algebra I Part 2 in order to meet SHS graduation requirements.
Credit: 1 elective
Prerequisite: None: **ALGEBRA I - PART 2 MUST BE TAKEN THE FOLLOWING SEMESTER**

In Algebra I - Part 1, concepts that are presented can include: expressions, solving equations, functions including linear and nonlinear functions, and more. Throughout the course, students explore real-world problems and attempt to describe relationships between quantities using mathematical models.

ALGEBRA I - Part 2 (Semester)
Proficiencies addressed & level: Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)
Credit: 1 Math
Prerequisite: Algebra I - Part 1: **ALGEBRA I - PART 1 MUST BE TAKEN THE SEMESTER IMMEDIATELY BEFORE**

In Algebra I - Part 2, concepts that are presented can include: creating linear and nonlinear equations, solving systems of equations, exponents and roots, polynomials, exponential functions and quadratic functions.

ALGEBRA I - Part 1 (YEARLONG)
Proficiencies addressed & level: Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)
NOTE: Students MUST pass Algebra I - Part 2 in order to meet SHS graduation requirements.
Credit: 2 electives
Prerequisite: None: **ALGEBRA I - PART 2 MUST BE TAKEN THE FOLLOWING SEMESTER**

In Algebra I - Part 1 Yearlong, students will cover the same content as the semester course over the course of two semesters. Extended time will allow us the opportunity to work on strengthening foundational skills necessary for success in algebra and other high school math courses. In this course, concepts that are presented can include: expressions, solving equations, functions including linear and nonlinear functions, and more Throughout the course, students explore real-world problems and attempt to describe relationships between quantities using mathematical models.

ACCELERATED ALGEBRA I (AC) (Part 1 and 2 - Semester)
Proficiencies addressed & level: Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)
Credit: 1 Math
Prerequisite: Middle School Recommendation

In Algebra I (AC) (Part 1 and Part 2 - Semester), students will cover part 1 and part 2 content within one semester. Students will cover content at a faster rate than in the semester course. The concepts that are presented can include: expressions, solving equations, functions including linear and nonlinear functions, creating linear and nonlinear equations, solving systems of equations, exponents and roots, polynomials, exponential functions and quadratic functions. Throughout the course, students explore real-world problems and attempt to describe relationships between quantities using mathematical models.

GEOMETRY
Proficiencies addressed & level: Geometry (benchmark), Modeling with Geometry (benchmark)
Credit: 1 Math
Prerequisite: Algebra I

In Geometry, the concepts in this class can include: geometric vocabulary, angles, logic, geometric figures such as triangles, quadrilaterals, lines, etc., transformations, congruence and similarity,and aspirationally trigonometry, and circles.

ACCELERATED GEOMETRY (AC)
Proficiencies addressed & level: Geometry (benchmark), Modeling with Geometry (benchmark)
Credit: 1 Math
Prerequisite: Algebra I (recommended: Algebra 1 (AC))

In Accelerated Geometry, the concepts in this class will include: geometric vocabulary, angles, logic, geometric figures such as triangles, quadrilaterals, lines, etc., transformations, congruence and similarity, trigonometry, and circles. This class is designed to move at a faster pace in order to cover more content. This would be a great option for students who took Accelerated Algebra I or are ready for more after Algebra I part 1 and 2. This would allow more exposure to concepts such as trigonometry, circles and special right triangles to better prepare students for encountering these topics again in Algebra II and beyond.

ALGEBRA II
Proficiencies addressed & level: Algebra (advanced), Functions (advanced)
Credit: 1 Math
Prerequisite: Geometry and teacher recommendation

This course includes a brief review of Algebra I and can include: irrational, imaginary, and complex numbers; operations with polynomials; graphing polynomials; exponential and logarithmic functions; rational and radical functions; and trigonometry extended to the unit circle.

PRECALCULUS (AC)
Proficiencies addressed & level: Algebra (advanced), Functions (advanced), Number and Quantity (advanced), Geometry (advanced)
Credit: 1 Math
Prerequisite: Advanced Algebra 2 or Algebra 2 with teacher recommendation

This course is designed to prepare students for a calculus course. Topics include polynomial, rational, exponential, and logarithmic functions. It includes a thorough study of trigonometry. Other topics introduced include conic sections and limits. Students are encouraged to have a graphing calculator. This course contributes to academic distinction in STEM.

CALCULUS (DE) **- in partnership with River Valley Community College**
Proficiencies addressed & level: There are no specific SHS graduation requirements addressed in this course. Calculus (advanced)
Credit: 1 Math (DE)
Prerequisite: PreCalculus (AC)

This is a college level introduction to differential and integral calculus. A TI-83+ or TI-84 graphing calculator is required for this course. Students continuing on in the spring are required to take the AP Exam. Students must take a math placement. Students must take a math assessment for placement purposes prior to registration. The curriculum is aligned with the expectations of the College Board AP Calculus course. This course contributes to academic distinction in STEM.

AP CALCULUS AB
Proficiencies addressed & level: There are no specific SHS graduation requirements addressed in this course. Students taking and passing the AP Exam are eligible for college credits. Calculus (advanced)
Credit: 1 Math (AP)
Prerequisite: PreCalculus (AC)

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

STATISTICS (DE) **- in partnership with River Valley Community College**
Proficiencies addressed & level: Statistics (Advanced)
Credit: 1 Math (DE)
Prerequisite: Algebra 2

An introduction to the basic ideas and techniques of probability and statistics. Topics may include numerical and graphical descriptive measures, probability, random variables, the normal distribution, sampling theory, estimation, hypothesis testing, correlation and regression. The use of a TI-84 is required .The curriculum is aligned with the expectations of the College Board AP Statistics course. This course contributes to academic distinction in STEM and Research.

STATISTICS (½ CREDIT)
Proficiencies addressed & level: Statistics (benchmark)
Credits: ½ Math
Prerequisite: Algebra I

In Statistics, this course can include: gathering, organizing, and analyzing data using a variety of statistical measures of central tendency and statistical inference, and probability.

STATISTICS
Proficiencies addressed & level: Statistics (benchmark)
Credits: 1 Math
Prerequisite: Algebra I

In Statistics with financial literacy, this course can include: gathering, organizing, and analyzing data using a variety of statistical measures of central tendency and statistical inference, and probability.

FINANCIAL LITERACY
Proficiencies addressed & level: Financial Literacy (benchmark)
Credits: ½ Financial Literacy
Prerequisite: Algebra I
NOTE: This course meets the Financial Literacy requirement for the Class of 2027 and beyond

This course includes financial literacy concepts such as: identify reliable strategies to monitor and manage money to avoid debt and save for the future, analyze various careers, and identify investment and cost-effective risk management strategies that would help them reach their personal financial goals.

INTRODUCTION TO COMPUTER SCIENCE
Proficiencies addressed: There are no specific SHS graduation requirements addressed in this course. Technology (benchmark)
Credit: ½ Elective Credit
Prerequisite: None

This course introduces students to the foundational concepts of computer science. Students explore how computing and technology can impact the world. Students will explore how the internet works and learn some basic coding.

Path to Proficiency Based Graduation Requirements in Mathematics

Proficiencies	Intermediate	Benchmark	Advanced
Algebra		- Algebra I	- Algebra II - Pre-Calculus (AC)
Functions		- Algebra I	- Algebra II - Pre-Calculus (AC)
Modeling with Algebra & Functions		- Algebra I	- Algebra II
Geometry		- Geometry	- Precalculus (AC)
Modeling with Geometry		- Geometry	
Statistics & Probability		- Statistics - Statistics ½ credit	- Statistics (DE)

***Note: Algebra 1 in this table refers to students completing (passing) BOTH Algebra 1 - Part 1 and Algebra 1 - Part 2, or Algebra 1 (AC)**

MUSIC

*Currently, Springfield High School does not have a music teacher on staff. Opportunities to participate in music will be explored on an as needed basis. Students should speak with their school counselor if they are interested in participating in music related experiences.

PHYSICAL EDUCATION

PHYSICAL EDUCATION
Proficiencies Addressed & Level: Personal Health & Fitness (benchmark)
Credit: ½ PE
Prerequisite: None
NOTE: ***Daily participation is required. Participation includes: changing into athletic clothes/shoes and moving for class.***

This course is offered to develop skills in a variety of sports and activities with a focus on lifetime enjoyment and overall physical fitness. Classes will focus on learning the skills, techniques, rules, and strategies of various activities and sports. The sports and activities implemented will vary with the seasons and the number of students enrolled in the course. Students will be graded on the following: their proficiency level based on the Five National Physical Education Standards, written assignments, projects, quizzes, and a final exam. The following is a list of activities that may be offered throughout the year: archery, floor & field hockey, soccer, international football, lifetime activities & lawn games, lacrosse, badminton, pickle-ball, volleyball, basketball, Olympic team handball, ultimate frisbee, tumbling, self-defense, physical fitness, skill development in sport of choosing, and other games/activities.

PERSONAL FITNESS & WEIGHT TRAINING
Proficiencies Addressed & Level: Personal Health & Fitness (benchmark)
Credits: ½ PE
Prerequisite: None
NOTE: ***Daily participation is required. Participation includes: changing into athletic clothes/shoes and moving for class.***

Personal Fitness is primarily a self-directed course with focus on goal setting, fitness concepts, and basic nutrition and overall healthy habits. Students will teach weight training exercises and techniques to their peers. Students will use both the weight room and fitness room to conduct personal fitness plans. Students will be graded on the following: their proficiency level based on the Five National Physical Education Standards, Fitnessgram testing, written assignments, projects, quizzes, and a final exam. Weight Training is designed to teach the fundamental principles of weight training and muscular development. The students will learn muscular anatomy and how to develop stronger muscles through proper mechanics of lifting free weight dumbbells and the machines we have available in the gym. The students will learn the different types of weight training and how it relates to particular developmental goals. Each student will design a weight training program they will follow throughout the semester.

COSMOS "U" - PE
Proficiencies addressed & level: Varies by student interest and need
Credit: TBD
Prerequisites: N/A

Cosmos "U" PE offers students a unique opportunity to design their own physical education experience, making it an excellent option for those who prefer an individualized approach to staying active. This course is ideal for students who may not feel comfortable in larger group PE classes or those with a particular passion for a sport or physical activity they already participate in or wish to explore further. Students will work closely with the instructor to create a personalized plan that aligns with their interests, fitness goals, and schedules. Whether focusing on an individual sport, developing new skills, or engaging in a favorite activity, Cosmos "U" PE encourages students to take ownership of their physical wellness journey. This course promotes lifelong habits, self-motivation, and a commitment to personal health in a supportive and flexible environment.

VARSITY TEAM SPORTS MANAGEMENT

Proficiencies Addressed & Level: Personal Health & Fitness (Advanced)

Credits: ½ PE

Prerequisite: Students ***MUST*** be a member of a Varsity Team and follow the application process for enrollment. *Students must apply in advance.*

Application must be completed prior to the start of the first (of two) applicable sports seasons.

1. Application includes approval by student, parent, coach, AD, counselor, PE Teacher of record, and administration.
2. Student must agree to successfully complete two full seasons of sports within one school year.
3. Student must also participate in each of the following:
    - Assist at a summer camp or clinic (of their sport) for at least 2 hours (Hours can not be used toward SHS community service hours)
    - Officiate Junior High/Parks and Rec scrimmage or game with assistance from a qualified referee (must provide written verification from the Coach, Athletic Director, Parks & Rec Director and/or Assistant Director.
    - Keep score or the official book for at least one game at either a junior high sporting event or Parks and Recreation event.
4. Student must (at the conclusion of each season) submit a 3-5 page paper outlining their personal growth in the sport(s) played and describe how their experience is connected to them.
5. Students must remain academically eligible for the entirety of sports seasons.
6. Students must remain in strong team standing for the entirety of sports seasons.

Path to Proficiency Based Graduation Requirements in Physical Education

Proficiencies	**Intermediate**	**Benchmark**	**Advanced**
Personal Health and Fitness (Required for all students to meet the proficiency three times.)		- Physical Education - Personal Fitness - Weight Training - Cosmos "U" PE	- Varsity Team Sports Management - Cosmos "U" PE

SCIENCE

The Springfield High School Science program offers a diverse selection of courses, and requires that students demonstrate proficiency in a ***minimum of three science courses***, all of which are aligned to the Next Generation Science Standards. Students are encouraged to select courses in at least three of the four science domains; students who plan to pursue post-secondary education are recommended to take at least four science courses.

In order to demonstrate proficiency for graduation (class of 2026) in Science, all students need to demonstrate proficiency in the scientific practices in a minimum of two learning experiences (i.e., traditional semester science course, work placement, internship, innovation lab) at the benchmark or advanced level. The priority scientific practices at SHS are:

- Asking questions and constructing explanations
- Developing and using models
- Analyzing and interpreting data
- Using mathematical and computational thinking
- Defining problems and designing solutions
- Engaging in argument from evidence
- Designing solutions
- Planning & conducting investigations
- Obtaining, evaluating, and communicating scientific information

Students (class of 2026) also need to demonstrate proficiency at the benchmark or advanced level in three of the four domains of science: Life, Earth & Space, Physical, & Engineering Design.

Physical Science	***Life Science***	***Earth & Space***	***Engineering***
- Introduction to Chemistry & Physics 9 - Introduction to Physical Science - Design Workshop - Chemistry 1 (AC) - Chemistry 2 (AC/DE) - Physics - Cosmos “U” Science - Cosmetics Science	- Biology - Human Evolution: Brains, Bones, Bodies - Forensic Science - Cosmos “U” Science	- Earth & Space Science - A Walk on the Wildside - Cosmos “U” Science	- Design Workshop - A Walk on the Wildside - Cosmos “U” Science - RVTC Engineering II - Cosmetics Science

INTRODUCTION TO CHEMISTRY & PHYSICS for 9th Grade (ICAP9)
Proficiencies addressed & level: Physical Science (benchmark), Science & Engineering Practices (benchmark)
This course is recommended for all first time 9th grade students.
Credit: 1 Science
Prerequisite: Student in current 9th grade cohort

In this course, students will learn basic chemistry and physics through inquiry. By the end of the course, students will have an understanding of the following physical science ideas: matter; force and motion; electricity and magnetism and energy.

INTRODUCTION TO PHYSICAL SCIENCE
Proficiencies addressed & level: Physical Science (benchmark), Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisite: 10th - 12th grade cohort

In this course, students will learn basic chemistry and physics through inquiry. By the end of the course, students will have an understanding of the following physical science ideas: matter; force and motion; electricity and magnetism and energy.

BIOLOGY
Proficiencies addressed & level: Life Science (benchmark), Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisite: Grade of 1.5 or higher in Introduction to Chemistry & Physics 9 or Introduction to Physical Science
Recommended for 10th grade

Biology is the study of life. By the end of the course, students will have an understanding of the following ideas: structure and function; ecosystems, ecology, heredity, and biological evolution.

EARTH & SPACE SCIENCE
Proficiencies addressed & level: Earth & Space (benchmark), Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisite: Grade of 1.5 or higher in Introduction to Chemistry & Physics 9 or Introduction to Physical Science
Recommended for 11th or 12th grade

In this course students will learn about the origin of the universe, the life cycles of stars, and about Earth's history during the Precambrian Era. Students also learn about Earth systems and how energy is transferred through these systems.

FORENSIC SCIENCE
Proficiencies addressed & level: Life Science (benchmark), Physical Science (benchmark), Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisites: Passing grade in Introduction to Chemistry & Physics 9 or Introduction to Physical Science
Recommended for 10th-12th grade

In forensics, students will discover how science plays a role in solving crimes. We will cover topics like collecting evidence, analyzing DNA, studying blood types, autopsies and dissection, and exploring past and current events. By the end of the course, you will be able to analyze and understand data from crime scenes, and you'll learn how to solve crimes using forensic science. We will use models, conduct experiments in the lab, and engage in discussions to apply science to real-life situations. This will help you sharpen your critical thinking skills and give you a glimpse into potential careers in forensic science.

PHYSICS (AC)
Proficiencies addressed & level: Physical Science (advanced), Science & Engineering Practices (advanced)
Credit: 1 Science
Prerequisite: Passing grade in Introduction to Chemistry & Physics 9 or Introduction to Physical Science or teacher recommendation; Algebra II (can be taken concurrently)
Recommended for 11th or 12th grade

This general physics course introduces the student to basic kinematic physics. Topics include Newtonian mechanics, forces, circular motion, and momentum.

CHEMISTRY I (AC)
Proficiencies addressed & level: Physical Science (advanced), Science & Engineering Practices (advanced)
Credit: 1 Science
Prerequisites: Passing grade in Introduction to Chemistry & Physics 9 or Introduction to Physical Science; Algebra II (can be taken concurrently)
Recommended for 11th or 12th grade

This course is an introduction to the concepts, principles and applications of chemistry. Topics of study will include: atomic structure, periodicity, structure of matter, thermochemistry, solutions, and equilibrium. Lab sessions will illustrate the principles of quantitative interpretation of data.

CHEMISTRY II (DE option) - in partnership with VERMONT STATE UNIVERSITY (INTRODUCTORY CHEMISTRY))
Proficiencies addressed & level: Physical Science (advanced), Science & Engineering Practices (advanced)
Credit: 1 Science
Prerequisite: Chemistry I (AC)

This course is a continuation of the introduction to the concepts, principles and applications of chemistry. Topics of study will include acids/bases, redox reactions, introduction to organic chemistry, and nuclear chemistry. Lab sessions will illustrate the principles of quantitative interpretation of data. Note that this course is reflected as IntroductoryChemistry on the college transcript from Vermont State University.

A WALK ON THE WILDSIDE: NATURE, COMMUNITY, AND ENVIRONMENTAL RESEARCH
Proficiencies addressed & level: Engineering (benchmark); Earth & Space Science (benchmark), Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisites: Grade of 1.5 or higher in Introduction to Chemistry & Physics 9 or Introduction to Physical Science; the willingness to go outside for class in almost any weather.
Recommended for 11th and 12th grade.

In this class, we'll head outdoors to discover and study the local Vermont environment. We'll do research in the SHS Forest, look into how climate change affects Vermont communities, and explore the ideas of biomimicry--that is, engineering based on how living things are structured and what they do.

HUMAN EVOLUTION: BRAINS, BONES, & BODIES
Proficiencies addressed & level: Life Science (benchmark); Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisites: Grade of 1.5 or higher in Introduction to Chemistry & Physics or Introduction to Physical Science
Recommended for 11th or 12th grade
Note: This class is writing intensive.

As modern humans, we are the result of how our ancestors evolved--that is, changed--over time. In this class, we will study human evolution by analyzing scientific data such as the fossil record, bone and body structure, past environmental conditions, and genetics. Another focus of the class will be on the methods scientists use to study human evolution. Students will conduct their own research and write extensively in this course.

COSMETICS SCIENCE AND DESIGN
Proficiencies addressed & level: Engineering (benchmark); Physical Science (Benchmark); Science & Engineering Practices (benchmark),
Credit: 1 Science
Prerequisites: 10th, 11th, 12th grade standing; Passing grade in Introduction to Chemistry & Physics 9 or Introduction to Physical Science

In this course students will explore cosmetics design through a hands-on DIY (do-it-yourself) approach. Using chemistry and the engineering design process, students will design and make cosmetics products such as soaps, lip products, scrubs, perfumes, and makeup.

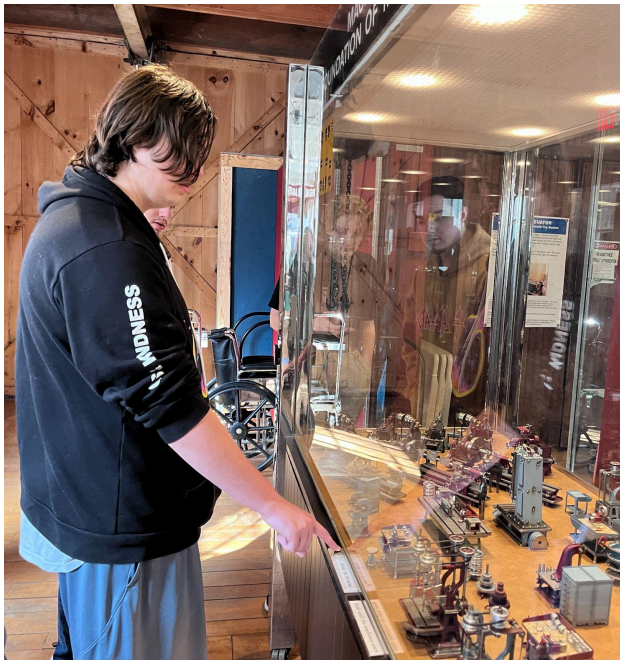
DESIGN WORKSHOP
Proficiencies addressed & level: Physical Science (benchmark); Engineering Design (benchmark); Science & Engineering Practices (benchmark)
Credit: 1 Science
Prerequisites: Grade of 1.5 or higher in Introduction to Chemistry & Physics 9 or Introduction to Physical Science
Recommended for 10th-12th grade
Note: Students will be expected to use tools and materials safely and to keep a detailed Engineering Design notebook.

In this class, you'll get a taste of the world of engineering. We'll dive into designing and creating things like bridges, rockets and self-powered vehicles. You'll learn how to use engineering methods to make your creations even better. This course will teach you valuable problem-solving skills that will come in handy in future classes and real-life situations. Safety is a top priority, so you'll also be learning how to safely use different tools and materials. You will keep a detailed notebook to track all your engineering ideas and designs.

COSMOS "U" - SCIENCE

Proficiencies addressed & level: Varies by student interest and need
Credit: TBD
Prerequisites: Grade of 1.5 or higher in Introduction to Chemistry & Physics 9 or Introduction to Physical Science
Recommended for 11th or 12th grade

Cosmos "U" Science, part of flexible pathways, enables you and the teacher to team up to create a unique learning experience that is designed to fit your interests and needs. Together, you'll determine which skills and knowledge you want to develop, and then you'll make a plan to achieve those goals. You must be self-directed and independent learners. Examples of previous topics are: Science for Future Child Educators, Food Science, Botany- The Secret Life of Plants, Chernobyl- What happened?, Science for Future Medical Careers, Advanced Space Science, Advanced Biology; Vermont Earth Science for future Loggers, or Farmers, or Carpenters , Marine Biology, Physical Science for Future Mechanics, Animal Behavior and Biology, Life Science for Future Salon Owners



Path to Proficiency Based Graduation Requirements in Science

Proficiencies	Intermediate	Benchmark	Advanced
Science & Engineering Practices (Required for all students to meet the practices at the benchmark or advanced level in at least two different courses.)	- RVTC Engineering I	- Intro. to Chemistry & Physics 9 - Introduction to Physical Science - Biology - Forensic Science - Earth and Space Science - Walk on the Wild Side - Human Evolution: Brains, Bones & Bodies - Design Workshop - RVTC Engineering II - Cosmos "U" Science	- Chemistry I (AC) - Physics (AC) - Chemistry II (AC/DE) - Cosmos "U" Science
Physical Science		- Intro. to Chemistry & Physics 9 - Intro. to Physical Science - Forensic Science - Design Workshop - Cosmetics Science and Design - Cosmos "U" Science	- Physics (AC) - Chemistry I (AC) - Chemistry II (AC/DE) - Cosmos "U" Science
Life Science		- Biology - Forensic Science - Human Evolution: Brains, Bones & Bodies - Cosmos "U" Science	- Cosmos "U" Science
Earth/Space		- Earth and Space Science - Walk on the Wild Side - Cosmos "U" Science	- Cosmos "U" Science
Engineering and Design	- RVTC Engineering I	- RVTC Engineering II - Walk on the Wild Side - Design Workshop - Cosmetics Science and Design - Cosmos "U" Science	- Cosmos "U" Science

SOCIAL STUDIES

The task of providing education for effective citizenship is the major responsibility of the social studies department. Social studies programs provide the knowledge and understanding upon which civic decisions can be based as well as provide for the acquisition of skills needed to carry them out.

Students in the Class of 2026 are required to demonstrate proficiency at the benchmark level in Inquiry and in four of any of the following benchmark areas: Civics, History, Psychology, Sociology, Geography, Economics, and Anthropology. Students graduating in and after 2027 are required to earn three credits of Social Studies, one of which must be in a course focusing on United States history and government.

Social Studies Class Options by Grade			
Grade 9	***Grade 10***	***Grade 11***	***Grade 12***
Required: - Intro. to Social Studies, ***or*** - Modern Society, ***or*** - Advanced Modern Society **Elective** - Ancient World History	**Required**: - US History **Electives** - Immigration & Migration - Sociology, Psychology, & You - Art as Control, Art as Rebellion - Cosmos "U" Social Studies	**Electives**: Grade 10 options + - History Through Film - China/Korea/Japan - Save Your Money. Know Your Rights - Cosmos "U" Social Studies	**Electives**: Grade 10 options + - Introduction to Psychology - Cosmos "U" Social Studies

INTRODUCTION TO SOCIAL STUDIES
Proficiencies addressed & level: Geography (Intermediate); Civics (Intermediate); Inquiry (Intermediate)
Credit: 1 Social Studies
Prerequisite: Teacher recommendation
Recommended For: Grade 9
Note: None

This course focuses on developing the skills and tools necessary to be successful in future high school social studies courses. Students will explore topics in civics and current events to build stronger skills in research, critical reading, and writing.

MODERN SOCIETY
Proficiencies addressed & level: Geography (Intermediate); Civics (Intermediate); Inquiry (Intermediate); History (Intermediate)
Credit: 1 Social Studies (meets American history and government requirement)
Prerequisite: None.
Recommended For: Grade 9

This course studies the recent past and what is happening now in order to begin to understand how the modern world works. Students will learn how to analyze what is going on socially and politically in today's society.

ADVANCED MODERN SOCIETY (AC)
Proficiencies addressed & level: Geography (Intermediate); Civics (Intermediate); Inquiry (Intermediate); History (Intermediate)
Credit: 1 Social Studies (meets American history and government requirement)
Prerequisite: Teacher recommendation
Recommended For: Grade 9

This course gives a more in-depth look at the topics covered in Modern Society. It studies the recent past and what is happening right now in order to begin to understand how the modern world works. Students will learn how to analyze what is going on socially and politically in today's society.

ANCIENT WORLD HISTORY
Proficiencies addressed & level: Geography (Intermediate); History (Intermediate); Inquiry (Intermediate); Economics (Intermediate)
Credit: 1 Social Studies Elective
Prerequisite: None
Recommended for: Grade 9 and 10

This Ancient World History course explores the foundation of human cultures through an in-depth study of major civilizations, including Mesopotamia, Ancient Egypt, Greece, Rome, China, and India. We will examine how geography, religion, social structures, economics, and cultural accomplishments shaped these societies and continue to influence the modern world. Each unit will incorporate comparisons to modern society, helping students draw connections between the past and present. By the end of the course, students will gain a deeper understanding of the lasting impact of ancient civilizations on contemporary life.

U.S. HISTORY
Proficiencies addressed & level: History (benchmark); Inquiry (benchmark)
Credit: 1 Social Studies (meets American history and government requirement)
Prerequisite: Freshman Seminar (or Modern Society or Introduction to Social Studies)
Recommended for: Grade 10 or 11

This course looks at the history of the United States, starting with the end of the Civil War. Students will compare past events to what is going on in the world today. Students will conduct independent research, and write arguments about the past and the present.

IMMIGRATION AND MIGRATION
Proficiencies addressed & level: Geography (benchmark); Inquiry (benchmark); Connect-Cultural (benchmark)
Credit: 1 Social Studies
Prerequisite: US History (can be taken concurrently)
Recommended for: Grade 10 or above
Offered every other year (will be offered in 2025-2026)

Migration and immigration have been central in the making of American history and culture. It has changed the social, political, economic, racial, and cultural fabric of America and the world. In this course, students will look at the movement of people in the Americas and coming to the Americas from Columbus and the transatlantic slave trade to the many migrations since. Essential topics, readings, and multimedia provide historical context to current debates over immigration, migration, assimilation, integration, "legal" and "illegal" and citizenship. Students will research various historical push and pull factors in immigration and migration. Students will be able to analyze and articulate current events in immigration and connecting. Students will show their proficiency by being able to compare and contrast, and explain from several points of view, the history of immigration and what it means to be "American". Students will be asked to connect community, personal, national, and international experiences.

SOCIOLOGY, PSYCHOLOGY, AND YOU
Proficiencies addressed & level: Sociology (benchmark); Psychology (benchmark)
Credit: 1 Social Studies
Prerequisite: US History (can be taken concurrently)
Recommended for: Grade 10 or above
Note: There is a fair amount of reading, and the writing of a 5-page paper.

In this course, ideas of Sociology and Psychology will be combined, where students will examine: ways that their brain works, ways that they interact with society, and ways that trauma impacts individuals. By the end of the course, students will be able to "ask good questions" about themselves and the world around them.

ART AS CONTROL; ART AS REBELLION
Proficiencies addressed & level: Inquiry (benchmark); History (benchmark); Create (intermediate); Respond (advanced); Connect-Personal (benchmark); Connect-Cultural (advanced)
Credit: 1 Elective
Prerequisite: US History (can be taken concurrently); Art I: Principles of Design
Recommended for: Grade 10 and above

This course looks at the connection between art and social change. Students study art from around the world, looking at how it has been used as a tool to control people, and how people have used art to rebel against the system. Students will research and critique different art movements, and create their own artworks in different styles. This is largely discussion-based. This class contributes to academic distinction in Social Justice and Fine Arts.

HISTORY THROUGH FILM
Proficiencies addressed & level: History (Benchmark); Inquiry (Benchmark)
Credit: 1 Social Studies
Prerequisite: US History (can be taken concurrently)
Recommended for: Grades 11 and 12
Note: There will be a significant amount of writing, reflection, discussion, and critique of ideas.

Students in this course approach the studying of historical events, figures, and time periods using cinema as a primary medium combining traditional historical study with film analysis. Students will watch, discuss, and critically analyze films that depict various aspects of history, primarily focusing on 20th-century American and world history. The course typically follows a thematic approach, exploring various historical topics through carefully selected films. Each unit will develop critical analytical skills by:

- Evaluating films as historical evidence.
- Examining how films accurately or inaccurately portray historical events.
- Using film to develop an understanding of the motivations of historical figures, events, and groups.
- Challenging preconceived notions about the past.

CHINA/KOREA/JAPAN
Proficiencies addressed & level: Geography (benchmark); Anthropology (benchmark); Connect-Cultural (benchmark)
Credit: 1 Social Studies
Prerequisites: US History (can be taken concurrently)
Recommended for: Grade 11 and 12
Offered every other year (will be offered in 2026-2027)

In this course, students will examine the history, culture, environmental, social, religious, and contemporary aspects of East Asia focusing on Korea, Japan, and China. We will use literature, film, visual arts, and music as historical sources. Students will show proficiency by comparing and contrasting various eras and countries including our own, develop a research topic and questions based on their interests, and share their findings. By the end of the course, students will be able to critically discuss current international relations, human commonalities and differences, and their impact on the student's own life.

SAVE YOUR MONEY. KNOW YOUR RIGHTS.
Proficiencies addressed & level: Civics (Benchmark); Economics (Benchmark); Inquiry (Benchmark)
Credit: 1 Social Studies
Prerequisite: US History (can be taken concurrently)
Recommended for: Grade 11 and 12
NOTE: This course meets the Financial Literacy requirement for the Class of 2027 and beyond

Students will explore personal finance (budgeting etc.), basic economics, and how to participate in government - we will examine questions such as: Why do prices "keep going up?" Where is my money going? What does it mean to be a citizen? What are the responsibilities of a citizen to their government? What about a government's responsibilities to its citizens? In this class, we explore these questions while asking students "what's your plan after graduation?"

INTRODUCTION TO PSYCHOLOGY (DE/AP) **- in partnership with Vermont State University**
Proficiencies addressed & level: Psychology (advanced)
Credit: 1 credit (DE); 1 ½ credits (AP)
Prerequisite: US History; teacher recommendation - attend required teacher meeting to be scheduled in late spring
Recommended for: Grade 12; Juniors pursuing early college or advanced learning may request enrollment, pending instructor and counselor approval and demonstration of academic readiness.
Note: This is a college-level class.

In this course, students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. This course contributes to academic distinction in Wellness.

COSMOS "U" - SOCIAL STUDIES

Proficiencies addressed & level: Varies by student interest and need
Credit: TBD
Prerequisites: US History (can be taken concurrently)

Cosmos "U" Social Studies, part of flexible pathways, allows students to work with a teacher to design their own learning experience. This could be used to fulfill a graduation requirement, to investigate an area of personal interest, or to learn a skill that will be useful for your post-secondary plans. The selection of particular content or transferable skills to be mastered during a student's time in Cosmos U will be decided collaboratively by the student, counselor, and teacher. Once enrolled, the student and teacher will collaboratively determine a learning and assessment plan for the student that will likely include a learning plan, several checkpoint assessments, student-teacher conferences, and a presentation of learning. This course can contribute to academic distinction depending on the rigor and focus of the student selected project.

Path to Proficiency Based Graduation Requirements in Social Studies

Proficiencies	Intermediate	Benchmark	Advanced
Inquiry (required for all students)	- Freshman Seminar - Introduction to Social Studies - Modern Society - Advanced Modern Society - Ancient World History	- Art as Control; Art as Rebellion - US History - Immigration and Migration - History Through Film - Save Your Money. Know Your Rights. - Cosmos "U" Social Studies	- Cosmos "U" Social Studies
Civics	- Introduction to Social Studies - Modern Society - Advanced Modern Society	- Save Your Money. Know Your Rights. - Cosmos "U" Social Studies	- Cosmos "U" Social Studies
History	- Modern Society - Advanced Modern Society - Ancient World History	- US History - Art as Control; Art as Rebellion - History Through Film - Cosmos "U" Social Studies	- Cosmos "U" Social Studies
Economics	- Ancient World History	- Save Your Money. Know Your Rights. - Cosmos "U" Social Studies	- Cosmos "U" Social Studies
Geography	- Introduction to Social Studies - Modern Society - Advanced Modern Society - Ancient World History	- China/Korea/Japan - Immigration and Migration - Cosmos "U" Social Studies	- Cosmos "U" Social Studies
Anthropology		-China/Korea/Japan - Cosmos "U" Social Studies	- Cosmos "U" Social Studies
Psychology		- Sociology, Psychology and You - Cosmos "U" Social Studies	- Introduction to Psychology (DE/AP) - Cosmos "U" Social Studies
Sociology		- Sociology, Psychology and You - Cosmos "U" Social Studies	

VISUAL ARTS

The goal of the Visual Art Program at SHS is to foster art specific and transferable skills for students of all skill levels. It is designed to help students develop creativity and visual awareness, improve art skills, and develop an understanding and appreciation of art and art history. We teach and encourage students to use creativity to solve problems and become independent artists and thinkers.

ART I: PRINCIPLES OF DESIGN
Proficiencies addressed & level: Create (benchmark), Respond (benchmark)
Credit: ½ Fine Art
Prerequisite: None

This course builds on the skills and knowledge gained in middle school art. Students will learn how to use the Elements of Art and Principles of Design to create interesting and meaningful compositions. Students will create artworks indrawing, painting, and other media. This class has a strong emphasis on creative problem-solving and meaning making through visual arts.

ART II: DRAWING
Proficiencies addressed & level: Create (benchmark), Present (benchmark), Connect-Personal (benchmark)
Credit: ½ Fine Art
Prerequisite: Art I: Principles of Design

In this course, students will gain the skills to draw realistically from observation as well as develop a personal style and voice in drawing media. Gesture drawing, contouring, perspective, and shading techniques will be explored through still life, portrait, and landscape drawing with a variety of drawing materials. Projects will be enriched with art history, presentation, and critique.

ART II: PAINTING
Proficiencies addressed & level: Create (benchmark), Present (benchmark), Connect-Personal (benchmark)
Credit: ½ Fine Art
Prerequisite: Art I: Principles of Design
Offered every other year (will be offered in 2025-2026)

In this course, students will gain the skills to use several different painting techniques and mediums to create meaningful artworks. Acrylics, oils, and watercolors will all be explored to create works from observation, imagination, and photo references. Projects will be enriched with art history, presentation, and reflection.

ART II: PHOTOGRAPHY
Proficiencies addressed & level: Create (benchmark), Present (benchmark), Connect-Personal (benchmark)
Credit: ½ Fine Art
Prerequisite: Art I: Principles of Design
NOTE: This course requires lots of work done outside of class!

In this course, students will use digital photography to create strong compositions with personal meaning. The course includes techniques for taking photos using digital SLR cameras and editing those photos using open-source software. When students leave this course, they will be able to take good, meaningful photos on any device.

ART II: CERAMICS
Proficiencies addressed & level: Create (benchmark), Present (benchmark), Connect-Personal (benchmark)
Credit: ½ Fine Art
Prerequisite: Art I: Principles of Design
Offered every other year (will be offered in 2026-2027)

This course explores ceramic hand-building and pottery wheel techniques. In this course students will create both functional and sculptural works.

ART III: ADVANCED ART
Proficiencies addressed & level: Create (Advanced), Connect-Personal (advanced), Connect-Cultural (benchmark-optional)
Credit: 1 Fine Art
Prerequisites: Teacher recommendation (Drawing and Painting suggested)
NOTE: This course is designed for highly motivated visual arts students.

Advanced techniques in drawing and painting will be explored as will alternative media techniques. Students will examine their existing art portfolio and create new artworks in order to create a comprehensive portfolio for college applications. This course can be taken multiple times for credit.

ART AS CONTROL: ART AS REBELLION
Proficiencies addressed & level: Create (intermediate); Respond (advanced); Connect-Personal (benchmark); Connect-Cultural (advanced); Inquiry (benchmark); History (benchmark)
Credit: 1 Elective
Prerequisite: US History (can be taken concurrently); Art I: Principles of Design

This course looks at the connection between art and social change. Students study art from around the world, looking at how it has been used as a tool to control people, and how people have used art to rebel against the system. Students will research and critique different art movements, and create their own artworks in different styles. **NOTE**: This is largely discussion-based. This class contributes to academic distinction in Social Justice and Fine Arts.

COMICS & CARTOONING
Proficiencies addressed & level: Create (intermediate); Connect-Personal (benchmark)
Credit: ½ Elective
Prerequisites: None

In this course, students will gain illustration skills and knowledge by developing their own character design and storyline. By the end of the course, students will create a variety of cartoon characters and comic strips . Media include pen, ink, and markers.

SKETCHBOOK TECHNIQUES
Proficiencies addressed & level: Create (intermediate); Connect-Personal (intermediate)
Credit: ½ Elective
Prerequisites: None

In this elective course, students will learn multiple ways of approaching drawing and composition. With a focus on drawing, students will use various sketching techniques, compositional planning techniques, and other methods for planning artworks. By the end of the course, students will work to improve their skills in drawing, composition, and creative problem-solving in visual art.

COSMOS "U" - ARTS
Proficiencies addressed & level: Varies by student interest and need
Credit: ½ Fine Art
Prerequisites: Art 1: Principles of Design or teacher recommendation

Cosmos "U" Art is a flexible pathway that allows students to either design their own learning experience OR remediate proficiencies not earned in prior art courses. Working with an art proficiency and an artistic medium, students complete three major artworks/projects that hit all learning targets under the proficiency to meet the PBGR. Students are limited to the available media and resources.

Path to Proficiency Based Graduation Requirements in the Arts

Proficiencies	Intermediate	Benchmark	Advanced
Respond		- Art 1: Principles of Design - Theater: Tech & Design - Theater: Performance - Cosmos "U" Art	- Art as Control;Art as Rebellion - Cosmos "U" Art
Connect: Personal	- Sketchbook Techniques	- Art 2: Drawing - Art 2: Painting - Art 2: Photography - Art 2: Ceramics - Art as Control; Art as Rebellion - Comics & Cartooning - Theater: Tech & Design - Theater: Performance - Cosmos "U" Art	- Art 3: Advanced Art - Cosmos "U" Art
Connect: Cultural		- Art 3: Advanced Art (optional) - English 10 - Korea/Japan/China - Locked Up - Immigration & Migration - Cosmos "U" Art	- Art as Control; Art as Rebellion - Cosmos "U" Art
Perform/Present		- Art 2: Drawing - Art 2: Painting - Art 2: Photography - Art 2: Ceramics - Theater: Tech & Design - Theater: Performance - Cosmos "U" Art	- Cosmos "U" Art
Create	- Art as Control; Art as Rebellion - Comics & Cartooning - Sketchbook Techniques	- Art 1: Principles of Design - Art 2: Drawing - Art 2: Painting - Art 2: Photography - Art 2: Ceramics - Theater: Tech & Design - Theater: Performance - Cosmos "U" Art	- Art 3: Advanced Art - Cosmos "U" Art

WORLD LANGUAGE

World Language study gives students the chance to see the world from different points of view, and the ability to describe the world they see in new ways. The main goal of World Language courses at SHS is successful communication in an unfamiliar context. World Language study is also a crucial part of the Vermont Global Citizenship proficiencies. The study of other languages and cultures leads to more development in the areas of brain flexibility, creativity, divergent thinking and higher-order thinking skills, an improved vocabulary in English, a better understanding of one's own language and culture, and stronger career opportunities. The World Language Department also offers foreign travel and exchange program opportunities for its students.

***NOTE:** Currently, Springfield High School does not have a second world language teacher on staff. Opportunities to participate in a language other than Spanish will be explored on an as needed basis. Students should speak with their school counselor if they are interested in participating in additional world language related experiences.

SPANISH I
Proficiencies addressed & level: Communication in World Language (Benchmark)
Credit: 1 World Language
Prerequisite: None

This course is an introduction to the Spanish language and culture. Students will start to develop the skills of listening, speaking, reading, and writing. Students will learn to understand and communicate in the language at a basic level with simple verbal and written responses. Foundational grammar, essential sentence structures, and everyday vocabulary will be taught in this course. Students will also be introduced to customs, traditions and everyday practices of the Spanish-speaking world. By the end of the course students will be able to engage in basic conversations about themselves. A combination of texts and supplementary materials is used.

SPANISH II
Proficiencies addressed & level: Communication in World Language (Advanced)
Credit: 1 World Language
Prerequisite: Spanish I with a 2.5 or better

Students will build upon the basic vocabulary and grammar mastered in Spanish I. Students will expand their listening, speaking, reading, and writing skills. In this course, the difficulty of grammar structures, writing tasks, and reading texts increases. Learning Spanish requires extensive exposure to the target language and getting used to communicating in that language. Students are encouraged to fully immerse themselves in the Spanish classroom. A combination of various texts and supplementary materials is used.

SPANISH III (DE) **- in partnership with River Valley Community College**
Proficiencies addressed & level: Communication in World Language (Advanced)
Credit: 1 World Language
Prerequisite: Spanish II with a 2.5 or better and with Teacher Recommendation

In Spanish III, students deepen their proficiency in listening, speaking, reading, and writing acquired in Spanish I and II. This course focuses on more advanced grammar, vocabulary, and sentence structures. Students will engage with authentic texts, explore diverse cultural themes from Spanish-speaking countries, and participate in conversations on a variety of topics. Emphasis is placed on developing fluency and confidence through consistent practice and interaction in Spanish. By the end of the course, students will be prepared to communicate effectively in various contexts and further their language studies. This course is dual enrollment through River Valley Community College.

SPANISH IV (AC)
Proficiencies addressed & level: Communication in World Language (Advanced)
Credit: 1 World Language
Prerequisite: Spanish III with a 2.5 or better

In this course students will expand their language skills mastered in the previous years. More complex grammatical structures are introduced and vocabulary learned in previous years is expanded and recycled. Students are called upon to speak and write with more complexity and accuracy. During this course students make every attempt to communicate in Spanish with the teacher and peers. A combination of various texts and supplementary materials is used.

SPANISH V (AC)
Proficiencies addressed & level: Communication in World Language (Advanced)
Credit: 1 World Language
Prerequisite: Spanish IV with a 2.5 or better

This course is designed for students who are interested in communicating in a world language at an advanced level. Students will acquire knowledge of thematic vocabulary and more complex grammatical structures. Students are asked to speak and write with more complexity and accuracy. This course will increase students' ability to read and appreciate literary texts in Spanish. During this course students communicate in Spanish with the teacher and peers. At the completion of the course students are expected to be able to communicate with a native speaker about everyday topics.

Path to Proficiency Based Graduation Requirements in the World Language

Proficiencies	Intermediate	Benchmark	Advanced
Communication in World Languages		- Spanish I	- Spanish II - Spanish III (DE) - Spanish IV (AC) - Spanish V (AC)

MISCELLANEOUS

LEARNING CENTER
Proficiencies addressed: There are no specific proficiencies addressed in this course.
Credit: ½ elective
Prerequisite: Students MUST be on an IEP as this course is one method for receiving specialized instruction as outlined in the IEP.

In this course, students will work towards progress on their IEP Goals and Objectives. Both instruction and assessment will focus on developing the skills identified within student's the IEP. Progress will be reported quarterly on the IEP. Instructional topics may include math, reading, writing, social emotional learning and executive function depending on the needs of the individual.

ACADEMIC RESOURCE CENTER **(ARC)**
Proficiencies addressed: There are no specific proficiencies addressed in this course.
Credit: ½ elective
Prerequisite: None: Students who have a 504 will be given preference for ARC

The Academic Resource Center, also known as ARC, is a classroom in which students in grades 9-12 receive additional resources and study strategies to further their academic potential and success. Weekly mini-lessons are provided to teach and provide practice in organization, study, and literacy strategies such as active reading, using graphic organizers as a pre-writing strategy, etc. The bulk of the time is given to students to work on their academic course work with assistance from the ARC teacher. The mission of ARC is to provide a space where all students feel safe to seek assistance on their learning journey in a welcoming and respectful classroom; it is a place where questions can be asked, concepts revisited and reviewed, and students' work, with guidance, to reach their academic potential.

ENGLISH LEARNER LAB (ELL)
Proficiencies addressed & level: There are no specific proficiencies addressed in this course.
Credit: ½ elective
Prerequisite: For students in which English is not the primary language spoken at home.

This course provides support and preparation for mainstream classes to students in which English is not the primary language spoken in their home.

OCCUPATIONAL DEVELOPMENT PROGRAM

It is the mission of The Occupational Development Program (ODP) to provide students with relevant experiences and education in academic, vocational, and social skills within a safe and supportive environment; through those experiences, ODP strives to foster our students' lifelong independence and integration within their communities. The ODP offers a curriculum for students who require specialized instruction and whose academic needs cannot be met in the traditional secondary curriculum, even with modification and accommodation. It is the primary goal of the program to provide our students with functional math, reading, vocational, living, and communication skills. These skills include: self-care; shopping; cooking; basic shop; housekeeping; clerical; budgeting; banking; and community living skills. All students are encouraged to practice appropriate self-advocacy skills needed for a successful transition to the adult world.

Our objective is to help create a seamless transition from high school to adult life. Students will have functional vocational assessments (formal and/or informal) throughout their high school career. Each graduating student will leave the program with a Summary of Performance which can be used to provide information to those who will be working with them on their post-secondary goals. Through coordination with the home high school, the student will gain the required proficiencies through coursework in the following areas or related mainstreams: Mathematics, 4 credits; Communications, 4 credits; Pre-Vocational Skills, 3 credits; Vocational Life Skills, 4 credits (1 credit in FACS); Basic Shop, 1/2 credit; On-The-Job Training, 1 credit; Physical Education, 1 1/2 credits; Health, 1/2 credit.)

LANGUAGE ARTS I and II
Proficiencies Addressed: Reading (Benchmark), Writing (Benchmark), Language (Benchmark), Research (Benchmark)
Credit: 1 credit
Open to: All O.D.P. students and others as referred by SHS
Prerequisite: None

In this full year course, students will learn and gain reading and writing skills in English in a manner designed to address their individual learning needs. This is a modified course that uses a variety of texts to address the PBGRs defined by Springfield High School. By the end of the course, students will develop their reading comprehension, and writing skills (including but not limited to grammar, usage and mechanics). Students will also complete a research project in which they will read for understanding, evaluate sources to determine their reliability, and develop writing pieces requiring them to synthesize information from different sources into a cohesive written report. Skills gained within this course will assist students after graduation in gaining meaningful employment, or skills to continue onto post-secondary education.

MATH I and II
Proficiencies Addressed: Statistics & Probability, Algebra, Geometry
Credit: 1 credit
Open to: All ODP students and others as referred by SHS
Prerequisite: None

In this course, students will learn and develop proficiency in mathematics. By the end of the course, students will improve skills in basic facts and operations, use of calculators, time, and measurement. Students will also complete a research project in which they will gain knowledge related to personal finance and problem-solving. This course includes a developmental component which provides an individual program for each student in their area of need. This course is required of all O.D.P. students until they demonstrate competency in the areas outlined in their individual education plan. Areas of general emphasis will be: math facts and operations, use of calculators, time, and measurement, problem solving, and Pre-Algebra.

GENERAL SCIENCE I and II
Proficiencies potentially addressed: Science and Engineering Practices, Life Science, Earth Science, Physical Science (All Benchmark)
Credit: ½ credit
Open: Grades 9-12
Prerequisite: none

This Science course focuses on applying scientific knowledge to practical, everyday situations. It is a hands-on, inquiry-based course designed to foster critical thinking, problem-solving, and observation skills through engaging, real-world science experiments and investigations. It is focused on fundamental life skill science concepts, allowing students to apply scientific knowledge to real-world scenarios and make informed decisions regarding health, nutrition, personal safety, and environmental awareness.

PRE-VOCATIONAL I
Proficiencies Addressed: Sociology, Economics, Inquiry
Credit: 1 credit
Open to: 1st year O.D.P. students
Prerequisite: None

The first year course places an emphasis on transferable skills, how to be a good high school student, and how those same skills will help lead to success in the workplace. Students will examine their interests through a variety of activities and career interest inventories and will start building goals for themselves as they start to think about life after high school.

PRE-VOCATIONAL II
Proficiencies Addressed: Sociology, Economics, Inquiry
Credit: 1 credit
Open to: **2nd year O.D.P. students**
Prerequisite: Pre-Vocational I

During the second year of study, students will work on developing pre-employment skills such as understanding help-wanted ads, talking on the phone with an employer, completing different kinds of job applications, completing interest inventories and building resumes. Students will also do some video job exploration analyzing, work expectations, available jobs they may not have considered, as well as educational requirements for a variety of rewarding careers.

PRE-VOCATIONAL III
Proficiencies Addressed: Sociology, Economics, Inquiry, Number and Quantity, Health
Credit: 1 credit
Open to: 3rd and 4th year O.D.P. students
Prerequisite: Pre-Vocational I and II

The final year of Pre-Voc is designed to prepare students for job placement and life after graduation. Areas of study will include: choosing an occupation, finding a job, keeping a job and management of work and adult responsibilities such as accepting constructive criticism and learning appropriate behaviors at the workplace. In addition, they will explore topics related to budgeting, basic credit/debit card skills, accessing community resources, and planning and preparing meals. By the end of the course, students will have an understanding of the components of an independent, adult life.

BASIC SHOP
Proficiencies Addressed: Engineering, Modeling with Geometry, Create, Perform, Present (Benchmark)
Credit: ½ credit
Open to: Grades 9-12 (preference to grade 9)
Prerequisite: None

This is an orientation to shop safety and OSHA regulations with units on measuring, using basic hand tools and some power tools, and different building materials. Small projects will be the vehicle for learning individual and group skills. Students will learn about refinishing furniture and how they can flip furniture for personal use or for profit. Students will have a final project which will require the use of a variety of tools and materials.

COMMUNITY, APARTMENT LIVING
Proficiency Addressed: Health (benchmark)
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

This course is designed to provide systematic instruction to students in the community. Students will learn to set up and maintain an apartment, plan, shop, and prepare meals. Community visits may include local stores, laundromats and other local services. Instruction in Independent Living is the focus of this class. Students are able to learn and practice skills related to cooking, shopping, personal hygiene, health, nutrition and fitness, stress management and the planning of recreation and leisure skills.

CIVICS
Proficiencies Addressed: Civics (benchmark)
Credit: ¼ credit
Open to: Grades 9-12
Prerequisite: None

This course is designed to give students an overview of their community, state, and country. It will focus on the duties and rights of citizens especially as they relate to their community. Students will also learn about the history of our country and how our basic rights were laid out by our founders. Students will participate in a variety of projects demonstrating the knowledge they have gained.

COMMUNITY OUTREACH
Credit: None (offered through Flex)
Open to: 9-12
Prerequisite: None

The purpose of this course is to provide opportunities for students to work with Community Non - profit organizations in the real world setting. The students will benefit from this hands-on approach to learning by researching a variety of organizations, creating and implementing a project with the organization, and receiving community service hours needed for graduation. By the end of this course students receive several hours of community service to help them earn the 40 hours of service needed for the graduation requirement. This course will help students post graduation by introducing them to what non-profit organizations are in the community in which they live and give them an idea of what to do and where to go to volunteer in their own community.

GEOGRAPHY
Proficiencies Addressed: Geography
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

Students will study areas of the United States starting with the town of Springfield, VT. They will then expanded to the state level, then on to the regional area of New England and then ending with the full United States. Students will be familiarized with the different aspects of cultures and they will present a research project on an area of their choice that will represent what they have learned.

HORTICULTURE
Proficiencies Addressed: Science
Credit: ¼ credit
Open to: Grades 9-12
Prerequisite: None

This course is designed to give students a basic understanding of Horticulture, why we need it, and how students can use this information in their lives. This course will include units in basic plant biology, plant husbandry, and plant identification. Students will do a plant research project and learn propagation methods with hands-on activities.

ODP DRIVER'S ED
Credit: None (offered through Flex)
Open to: Grades 10-12
Prerequisite: Teacher recommendation

This course is designed to prepare students to pass the state learner's permit exam. Students will learn knowledge about the rules of the road to include: understanding road signs, traffic lights, parking your vehicle and much more. Students will be required to read in their Department of Motor Vehicle Driving Manual during their own time. By the end of this course students will have the opportunity to take the permit test with the VT DMV at the local DMV location in Springfield. This course will help students gain knowledge about driving that will prepare them to be a good driver on the road. Students must pass their permit exam to get credit for this class. At any point, once a student acquires their learner's permit, one half credit will be awarded for the class.

FAMILY AND CONSUMER SCIENCE I &II
Credit: ½ credit
Open to: All O.D.P. students
Prerequisite: None

This is a 2 part sequence in nutrition, food preparation, consumerism, and food presentation. Students are introduced to the concepts of safety and sanitation; kitchen tool selection, care, storage and proper usage; measurements, nutrition, baking basics, and simple food preparation.

Major Topics or Themes: (additional topics may be covered)
* Kitchen safety and sanitation
* Nutrition
* Reading recipes
* Using standard cooking measurements
* Baking

ON THE JOB TRAINING JR.
Credit: ½ credit
Open to: 3rd year O.D.P. students or 11th grade status
Prerequisite: Pre-Voc I and II

This program provides a supervised job training experience chosen by the student and program coordinator. Emphasis is placed on the development of job skills and appropriate employee behaviors. Students will create a work plan based on their own needs and be evaluated by the employer.. Students will learn banking and be required to save 35% of each paycheck. By the end of this course students will have gained work skills to help initially prepare them for employment with OJT or outside of school.

ON THE JOB TRAINING SR.
Credit: ½ credit
Open to: 4th year O.D.P. students or 12th grade status
Prerequisite: Pre-Voc I, II and III

This program provides a supervised job training experience at a place of business in each student's community, if possible. The direction of this course is the development of entry level jobs skills necessary for employment upon graduation. Students will complete an application for hire and when possible, interview for prospective employment opportunities prior to graduation. Students will also attend monthly transition meetings to prepare for life after high school.

SOCIAL SKILLS
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

In this course, students will learn and improve their problem solving skills. Students will analyze how their behavior has an effect on others. Through role-play, students will practice and develop the skills needed to relate effectively with others in a variety of settings. . Skills gained in this course will assist students to gain and maintain meaningful employment after graduation.

INDEPENDENT STUDY
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

This course provides an opportunity to work on an individualized basis with an instructor in an area not covered in the scheduled classes. Students will be provided with opportunities to work on late/missing assignments, organization and study skills.

FILM APPRECIATION
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

This is an introductory course that is designed to present students with an awareness of the process of film production by studying curriculum units focused on screenwriting, art direction, cinematography, visual effects, sound and music, and more. Students will view and analyze a variety of films, short subjects, animation, and documentaries. A final project in an area of film production chosen by the student is required.

U.S. HISTORY
Proficiencies addressed: History
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

This course will be an in-depth overview of early American history through WWII. Units may include the European exploration ("discovery") of America, the first European settlements of America, the triangle trade, the 13 original colonies, the American Revolution , the War of 1812. From there the Mexican-American , Civil, Spanish American Wars may be discussed ending with WWI and WWII.

ART APPRECIATION
Proficiencies Addressed: Visual and Performing Arts, Respond, Connect Personal, Connect Cultural (Benchmark)
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None

A simple approach to understanding the world of visual arts. Students will be exposed to a broad range of imagery, media, artists and periods of history. This course illustrates the meaning of art in social and cultural life throughout history. Students will learn about different media and styles. They will have the opportunity to experience hand-on-learning by creating a variety of art projects. The goal is for students to become more confident in their visual literacy.

Basic Skills

The Occupational Development Program offers coursework in basic academic skills for students whose academic skills are incorporated into independent living skills.

BASIC ENGLISH SKILLS
Credit: 1 credit
Open to: Grades 9-12
Prerequisite: Permission of program coordinator

Individualized Reading and Writing instruction. In this course students will learn to develop and improve concrete reading and writing skills, practice organization and study skills
By the end of the course students will be able to use functional reading and writing skills in the community, vocational and leisure settings. Basic English Skills class size allows for individualized instruction that lets students learn at their own pace to master concepts and develop confidence. Students are able to learn and practice concrete reading and writing skills through activities that promote prediction, inference and comprehension in a supportive environment.

BASIC MATH SKILLS
Credit: 1 credit
Open to: Grades 9-12
Prerequisite: Permission of program coordinator

A math program with explicit instruction in foundational math skills. In this course, students will learn basic math skills of addition, subtraction, multiplication, and division. Money, time, and calendar skills will also be emphasized.
By the end of the course, students will be able to use functional math skills in the community. This course provides explicit instruction in foundational math skills such as addition, multiplication, subtraction and division. The class is multi sensory with a problem solving focus. The class is modified for students in the ODP program but aligns with Springfield High School Proficiency Based Standards.

River Valley Technical Center

307 South Street, Springfield, VT 05156
802.885.8300
Rvtc.org

Technical Education provides each student the opportunity to:

- Earn high school credit
- Explore an area of career interest
- Develop skills for entry level employment
- Earn Industry Recognized Credentials (IRCs)
- Prepare for further training and education
- Earn College Credit

In all technical programs, a major emphasis is made to develop state recognized transferable skills and industry recognized competencies for successful entrance to the world of work or post-secondary education. All students will be required to complete an application for technical education programs and will be notified of acceptance. Because of limited capacity in some areas, a selection procedure may take place, which might include reference letters, interviews and/or related information. All technical programs will require related instruction and homework, as well as a final project, exam or demonstration of proficiency in a specific skill area.

Costs
There is no tuition cost associated with enrolling in a daytime program if you are a high school student or non-diploma Vermont adult. In some programs, there are costs associated with transcripted college credit or credentialing costs. See the RVTC Counselor or Administration for current fees and costs.

School Counseling Services
A comprehensive school counseling program is made available to all students at the Technical Center. Career guidance, interest inventories, personal counseling, WorkKeys testing and post-graduation planning are examples of services provided by the Technical Center School Counselor. Every student at the Center is provided this array of services from their initial enrollment to after graduation.

Prerequisites
Applications are considered based upon date received, prerequisites met, and a desire to be successful. Students must achieve a grade of "70" or better to advance to the next level in each program. Technical Education is designed for junior and senior students, however, where noted, sophomores are accepted based on school counselor and program instructor approval. Flexible schedules may be obtained (1-6 credits) for certain technical programs with prior arrangement of the Program Instructor and Director.
The River Valley Technical Center has established several articulation agreements with colleges. The agreements provide students, teachers, school counselors, and parents a clear path from the 11th grade in high school to completing an associate's degree in college. These agreements also assure that: students graduating from high school have both the academic and technical skills to succeed at the college level; students will have some type of advance standing with the correct college program; students will receive college academic and financial counseling. Some programs offer dual enrollment through the Running Start or Fast Forward programs so that students leave RVTC with actual transcripted college credit.

Embedded Academic Credit
Completing a technical program may satisfy academic graduation requirements. A student interested in receiving academic credit must successfully* complete the program. Upon successful* completion, students will be eligible for academic credit as detailed below.
* Successful Completion as defined by the Career & Technical Education State Board Regulations: A student who has been judged competent in 90% of the core competencies has completed the program successfully.
** English credits that are embedded in RVTC programs can be counted for a student's fourth English graduation requirement.

Credentials
The River Valley Technical Center has established several partnerships with business and industry that have resulted in programs being certified to teach to national and industry standards. A student who successfully completes the program to these standards is eligible to earn an industry credential. These credentials result in a potential employer or college providing preferential treatment to the candidate in their industry or school oftentimes guaranteeing admission to the college, an interview with a company, and in many cases a higher entry level salary. See your school counselor for more detail.

Notice of Nondiscrimination
The River Valley Technical Center does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, gender identity, marital/civil union status or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the River Valley Technical Center's compliance with the regulations implementing Title VI, Title IX, Section 504 or other state or federal non-discrimination laws or regulations is directed to contact: Derek Williams, Int. Asst. Director, River Valley Technical Center, 307 South Street, Springfield, VT 05156, 802-885-8300

RVTC Foundation Courses

Open to Grades 9 – 12 for the 2025-2026 School Year

AVP's Intro to Broadcast Production
Proficiencies addressed: Create (benchmark), Present (benchmark)
Credit: 1 elective credit
Instructor: Mr. McNaughton & Mr. Gunnell
During this course, students will explore broadcast television production by developing short narrative video segments related to news, sports, and popular media. The emphasis of this class will be on video production techniques, as well as the technical aspects of live studio production. Students will also explore the basics of broadcast journalism and storytelling. Students wanting to learn more about production can sign up for the Audio Video Production Program.

Introduction To Business
Credit: 1 elective credit
Instructor: Ms. Cummings
This foundational course offers practical, hands-on learning experiences encompassing accounting, management, marketing, human resources, production and distribution. Additionally, students will delve into the diverse range of rewarding career opportunities within the business field. . The curriculum not only imparts essential business principles but also illustrates how these principles can positively impact both professional careers and personal lives.

Introduction To Information Technology
Proficiencies addressed: Create (benchmark)
Credit: 1 elective credit
Instructor: Ms. Wilson
Learn how to navigate today's digital landscape! Get to know a computer and how it works and take it apart. Create websites as a portfolio of your explorations in the field of information technology. Design in Adobe Photoshop or Illustrator and take your file straight to production on the 3D printer. Make graphic designs with our laser cutter. Learn Python and programming languages. Make video games. Investigate cybersecurity and work with microcontrollers like Raspberry Pi and Microbits.

Introduction To Carpentry
Proficiencies addressed: Create (benchmark)
Credit: 1 elective credit
Instructor: Mr. Chamberlain
Interested in building things? Intro to Carpentry will give students the opportunity to explore the basics of the trade of carpentry through small building projects such as dog houses. You will learn to use power tools and the basics of how a structure goes together. Take the first step toward building your future!

Introduction To Criminal Justice
Credit: 1 elective credit
Instructor: Mr. Gould
The elective will be an introductory course in forensic science. The primary focus is on practicing forensic science and analyzing physical evidence found at crime scenes. Students will be taught the basic processes and principles of scientific thinking so as to apply them to solving problems that are related not only to criminal investigation, but to all disciplines.

Introduction To Culinary Arts
Proficiencies addressed: Create (benchmark)
Credit: 1 elective credit
Instructor: Chef Groenewold
Introduction to Culinary Arts gives students a sampling of many aspects of the food service industry. Students will be introduced to the various career opportunities as they learn basic cooking and baking skills while exploring one of the largest growing industries. Instruction involves lectures, demonstrations, skill development and practical application.

Introduction To Advanced Manufacturing and Engineering
Proficiencies addressed: Scientific Practices (benchmark)
Credit: 1 elective credit (1 Semester); 2 elective credits (Full Year)
Instructor: Mr. Gray
Almost EVERYTHING we touch, use and even eat on a daily basis is somehow connected to manufacturing. **Manufacturing** is the foundation for all other industries. **Engineering** is the application of scientific principles and practices to real world problems, to find solutions. Introduction to Advanced Manufacturing and Engineering provides the tools and technologies to make these solutions a reality. You can't have one without the other. This introductory course will allow students to explore the many types of engineering and manufacturing in a "hands-on" way. Students will design and build a single-cylinder motors, robots and drones using both software and hardware (tools). They will also learn a variety of programming languages. Students will also explore the wide variety of lucrative career options that exist right here in our region in advanced manufacturing and engineering through multiple field trips and other industry visits. This course follows the **Project Lead the Way**, national engineering curriculum. Freshmen ***can*** take this class for the ***full-year option*** and earn up to three (3) Early College in High School (dual enrollment) credits at New Hampshire Technical Institute (NHTI) in Concord, NH. The full-year version is only recommended for students who completed Algebra One in 8th grade.

Introduction To Health Services
Credit: 1 elective credit
Instructor: Ms. Peck
This introductory course will provide a window into the world of healthcare. Participants will be able to experience the various aspects of the Health Sciences curriculum taught in Health Sciences Level 1 and Level 2 with interactive labs, hands-on exploration, and knowledge and skills content learning. Students interested in pursuing a healthcare career will benefit from exploring this foundation's program.

Introduction To Horticulture
Credit: 1 elective credit
Instructor: Mr. Harmer
For the student who enjoys the great outdoors, has an interest in learning about plants and prefers learning by doing, this may be the class for you! Want a green thumb? Our greenhouse provides students with the experience of what it would be like to work in a greenhouse or florist shop. How about a class where you climb trees using a rope and saddle? Students learn firsthand the industry practices used in tree care and urban landscaping and nursery operation through hands-on experience in our nursery and school landscapes.

Introduction To Human Services
Credit: 1 elective credit
Instructor: Mrs. Lihatsh
How do relationships affect the quality of life? You will use knowledge and skills in human development and family studies to enhance personal development, foster quality relationships and manage multiple adult roles. In small groups you will examine careers in the human services cluster including counseling and mental health, early childhood development, family and community and personal care services. Learn about real-life topics such as relationships and communication, career choices, budgeting and personal finance, establishing a household, nutrition, drug and alcohol abuse and anything else you need to know – you just need to ask!!!

Introduction To Industrial Trades
Credit: 1 elective credit
Instructor: Mr. Hubbard
This class offers students the opportunity to explore potential careers in Electrical, Plumbing, Welding, and HVAC through hands-on learning. In this one-semester course, during the first two weeks, the class learns safety, drawing, and measuring. Students will then learn the safe and proper use of welding and fabrication equipment, residential wiring and plumbing. These proficiencies will be demonstrated by the completion of individual projects.

Cooperative Work Placement
Open to: Students 16 years old and older
Prerequisite: Concurrent enrollment in an RVTC Program, Instructor Approval, Reliable Transportation

Students enrolled in RVTC programs have the opportunity to take their education beyond the classroom through the Co-op program. Once the classroom teacher feels you're ready, you can be placed at a worksite related to your technical program. The work experience can be after school or during school as a substitute for part of your technical program. Work-based learning experiences may be paid or unpaid, depending on the placement. Students earn one additional elective credit for every 180 hours of time on the job (maximum of three credits per year). Students are required to document work hours; work hours may be transferable toward completion of Vermont Registered Apprenticeship Programs. Students must remain enrolled in an RVTC program and may not schedule other classes during RVTC program time to be in the Cooperative Education program.

Pre Technical Studies
Embedded Credits: 1 Art, 1 English**, 1 Science
Proficiencies covered for SHS: Speaking & Listening, Expanded Proficiency Options through a Flexible Pathway Plan
Instructor: Mr. Vastola
Open to: Grades 9 & 10
Prerequisite: Onsite visit to the Pre Tech Program is required
Scheduled: Full Year, 2 hours per day

In the Pre Tech program at RVTC, you get to tackle real-world problems and work with tools and materials hands-on. It's all about building the skills you'll need for your future career. In the first part of the school year, you'll explore the different career clusters within RVTC and practice employable skills in each of those areas. The second half of the school year you will choose a career that inspires you and create your own project based on that career.

In Pre Tech we team up with other RVTC programs to solve technical challenges. We also visit different local employers to help you discover some of the careers that suit you. From childcare to welding, computer disassembly to cooking, video shooting to designing and marketing products - we cover a lot! If you like mixing academic and hands-on learning, or are interested in technical education, or if you're just trying to figure out your path in life, Pre Tech is the place to be!.

If you learn best by balancing academic and hands-on learning styles, or believe you have a future in technical education, or just want to figure out what to do with your life, then Pre Tech is the place for you!

Audio Video Production (or Digital Media Production Online) - General Program Description:

The Audio Video Production Program at RVTC is unique in that it is divided into individual Audio, Video and Photography "pathways". AVP is designed to allow students to customize their learning experience through these pathways in order to focus on each individual student's career goals and interests. AVP is a two-year program. Level one students start with the AVP101 Pathway which is designed to give students a foundation of technical skills that will be needed in order to be a successful program completer. After AVP101, students can move fluidly between the audio, video, and photography pathways at the start of each quarter.

- Here is a sample list of available pathways:
- AVP101: Introduction to Multimedia Applications (College Credit Available)
    - *Learn the theoretical foundations of audio and video production. Apply this theory to a series of collaborative lab assignments designed to teach the basics of AVP.*
- Digital Photography: (College Credit Available)
    - *Learn the technical foundations of digital photography with an emphasis on camera operation and image composition.*
- Field Recording
    - *Learn the technical foundations of audio engineering with an emphasis on mobile audio recording and editing.*
- Radio Production
    - *Learn the technical foundations of storytelling with audio with an emphasis on SkillsUSA contest preparation.*
- Corporate Video Production
    - *Learn the technical foundations of creating commercials, training videos, and other promotional videos with an emphasis on SkillsUSA contest preparation.*
- Digital Movie Making
    - *Learn the technical foundation of storytelling and scriptwriting with an emphasis on SkillsUSA contest preparation.*
- Photoshop Effects
    - *Learn the technical foundations of image processing with Adobe Photoshop.*
- Session Recording

    - *Learn the technical foundations of recording music in a studio environment with an emphasis on microphone selection, multitrack mixing, and music recording.*
- Sound Design for Film
    - *Learn the technical foundations of sound design, foley, and music selection in order to create realistic soundscapes for film.*
- Advanced Photography
    - *Take your photography skills to the next level by controlling your camera and environment like never before. This pathway has an emphasis on studio photography and image manipulation.*
- Studio Production
    - Take your influencer show to the next level with AVP's new Broadcast Studio. Interested in creating your own TV Show? During this Pathway we'll cover the basics of live multi-camera production and create content for Community Access TV with the ability to go LIVE on the air!
- Podcasting 101
    - Learn the basics of designing and producing a quality podcast for distribution online. This Pathway not only covers the technical aspects of podcasting, it also covers some of the more data-driven aspects of SEO and appealing to a targeted audience.
- Instructional Streaming
    - Learn the basics of live streaming instructional media content and get a chance to be published on the program YouTube Channel. Students in this Pathway will create a variety of different tutorials and instructional videos for software, hardware, and paperwork related to RVTC and the AVP Program.

Audio Video Production I & II
Embedded Credits: 3 elective credits for Level I; 1 Art, 1 English**, and 1 Elective for Level II
Proficiencies covered for SHS: Create (benchmark), Respond (benchmark) for level II; Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10-12 (Sophomores require an interview)
Prerequisite: Level I: Appropriate reading comprehension skills or interview
Level II: Grade of 70 or better in Audio Video Production I or written permission from the instructor
Scheduled: Full year
Dual Enrollment college credit opportunities through Community College of Vermont

Student Organizations
Students will also have the opportunity to compete at the SkillsUSA Vermont Leadership and Skills Conference in the areas of TV Production, Radio Production, and Digital Cinematography. The team that wins in each category will go on to represent Vermont at the National Leadership and Skills Conference.

Students will also have the opportunity to participate in the Future Business Leaders of America Conference and compete in the areas of Digital Video Production and other media-related contests.

Business Management and Entrepreneurship - General Program Description

The Business Management & Entrepreneurship program is designed to provide students with a comprehensive understanding of business principles and entrepreneurship. The program focuses on both theoretical knowledge and practical skills, offering hands-on training through activities such as working in the school store (Campus Connection). The skills acquired in the program can be applied to various careers and fields beyond traditional business roles.

Future Business Leaders of America (FBLA) involvement adds an extra layer of opportunity for students to develop leadership skills and connect with a broader business community. Overall, the program prepares students for entrepreneurship but also equips them with versatile skills applicable to different career paths, whether they choose to pursue further education in business or directly enter the workforce.

Program Highlights:

- Embark on a two-year immersive experience overseeing the operations of the school store (Campus Connection). From managing sales and inventory to crafting effective advertising campaigns and implementing cash planning strategies, you'll gain hands-on expertise across various business facets.
- Master the art of crafting a comprehensive business plan, laying a solid foundation for any successful venture.
- Harness your creativity as you design and execute your own advertising campaigns, developing practical skills that extend beyond the classroom.
- Cultivate invaluable leadership and management skills essential for navigating the dynamic business landscape.

Business Management and Entrepreneurship I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10 - 12
Prerequisite: None
Scheduled: Full Year, 2 hours per day
College credit opportunities available through River Valley Community College

In your first year of the Business Management and Entrepreneurship program, students delve into the fundamental aspects of business, with a primary emphasis on establishing a robust financial foundation. The opening focus of the year is on Personal Financial Management, where students gain a comprehensive understanding of their individual finances. This knowledge serves as a crucial precursor to handling the financial intricacies of a business.

Transitioning into the second semester, the program's curriculum strategically pivots toward the dynamic realm of Digital Marketing. Throughout the semester, students gain valuable insights into contemporary marketing methodologies, digital platforms, and emerging trends that are instrumental in crafting effective and impactful marketing campaigns.

Students not only grasp theoretical concepts but also acquire practical experience by actively participating in Campus Connection, the school store. This hands-on involvement allows them to apply the acquired knowledge in a real-world setting, enhancing their skills and preparing them for the dynamic challenges of the business environment.

Business Management and Entrepreneurship II
Embedded Credits: 1 English**, 1 Social Studies, 1 Financial Literacy
Proficiencies covered for SHS: Speaking & Listening (benchmark); Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Business & Financial Services I or written instructor permission
Scheduled: Full Year, 2 hours per day

In Business Management and Entrepreneurship II students delve deeper into the multifaceted world of business operations. The first semester of the course unfolds as an immersive exploration into the realm of Small Business Management. During this phase, students actively engage in a hands-on business simulation, designed to replicate the challenges inherent to starting and sustaining a small business venture.

Transitioning into the second semester the focus shifts to QuickBooks, a preeminent financial accounting software widely embraced across various industries. Through interactive modules, students gain practical experience in utilizing QuickBooks, honing their skills in financial tracking, reporting, and analysis. The emphasis on QuickBooks not only enhances students' proficiency

In essence, the Business Management & Entrepreneurship II course transcends traditional learning paradigms, providing students with a holistic and experiential education that prepares them to navigate the complexities of contemporary business environments with confidence and proficiency.

Carpentry - General Program Description

The RVTC Carpentry Program is ideal for the individual who wants to learn more about carpentry and construction. Students will complete several projects using the school's first-rate tools and equipment. Every year, Level 2 students build a house right here in our massive workshop.

Students learn to build, design, and gain the technical skills needed for a career in Carpentry. They start by building sheds and other small projects in Level 1. They create materials lists, research vendors and order what they need to build their projects. They discover the theory and practice of construction as a profession. Construction projects through hands-on experiential learning are the focus of the work in Carpentry. Students also develop leadership skills through the local SkillsUSA Chapter and participate in local, state, regional and national activities. Students may become nationally credentialed through National Center for Construction Education and Research (NCCER). In the second year students have an opportunity to refine their skills by building a full sized house right in the lab.

Program Highlights:

- Hands-on training with the latest technology and equipment, including pneumatic nail guns, circular saws, and a sliding compound miter saw.
- Cooperative work placements and apprenticeships are available.
- Gain leadership skills through the local SkillsUSA Chapter.
- Take part in state and national activities and competitions.
- Participate in hands-on construction projects in class including building sheds and a full-size modular house.

Carpentry I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12 (grade 10 with permission)
Prerequisite: Basic Algebra & Geometry Skills
Scheduled: Full year, 2 hours per day

Build your future, literally, in this program. From the beginning, you'll get involved in both the theory and practice of construction as a profession. Guest craftspeople will offer special presentations but most of your work will be done right in the on-site workshop, using high quality, modern tools. In year one of the program, students are introduced to the common tools, materials, and basic techniques involved in residential construction. They then put these skills into practice by building a shed from start to finish in small cooperative groups.

Carpentry II
Embedded Credits: 1 Math, 1 Art, 1 Elective
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Carpentry I or written instructor permission
Scheduled: Full year, 2 hours per day

In the second year, students will refine their carpentry and other construction skills while building a house. Students will get to take the construction project from start to finish and have a chance to participate in each step of the building process. Students may also have the opportunity to participate in cooperative work placements, apprenticeships, or job shadows to get the real-world experience they need to progress.

Criminal Justice - General Program Description

Criminal Justice students discover the history, organization, and function of local, state, and federal law enforcement. They learn to utilize communication skills in creating, conveying, and interpreting information and ideas. Students propose solutions to address problems associated with law enforcement, study court cases, determine the impact of court decisions and analyze procedural and substantive criminal laws which look into reasonable suspicion and probable cause. Students learn fingerprinting and how to process a crime scene using dusting procedures. Guest speakers, field trips and use of industry specific equipment and supplies are an essential part of the curriculum. Students become acquainted with legal concerns associated with a criminal investigation, gain knowledge of terminology and investigative procedures related to a crime scene, as well as questioning, interviewing, criminal behavior characteristics, and truth detection. They develop skills to evaluate body language, gestures, and verbal tone. Students study law enforcement procedures pertaining to alcohol laws and driving under the influence. By merging classroom lectures with practical exercises students come to understand various investigative procedures in Criminal Justice and the law.

Criminal Justice is the framework to the inner mechanisms of the three significant criminal justice functions in the United States, Courts, Corrections and Law Enforcement. This course will give the students an overview of policing in America, the historical development of policing worldwide and locally and the implementation of community-based policing and criminal investigations. The course will discuss and explain the prosecution, disposition, and incarceration of those suspected of committing criminal offenses along with focusing on the realities of enforcement and the apprehension of criminals at the federal, state and local level.

Throughout the two years, an emphasis will be placed on developing reading, writing and interpersonal communication skills, critical thinking, logical reasoning and problem-solving skills. Students will interact with members of law enforcement, corrections and the court system and they will be able to learn from their know-how. Careers in each area will be explored and students will learn more about the expectations and training required for various career options in the criminal justice field.

Program Highlights:

- Students can convert nine (9) FEMA EMI Independent Study courses into college credit from Frederick Community College.
- Class instructor and guest instructors with real-world experience in their field.
- Internship opportunities with different area criminal justice agencies.
- Students have the chance to assist in training of new and veteran law enforcement officers in the area participating in role-playing exercises.

Criminal Justice I
Embedded Credits: 3 elective credits
Proficiencies covered at SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: None
Scheduled: Full year, 2 hours per day

Level One Criminal Justice students complete practical applications, classroom learning, and technology, a solid introduction to the different functions within the criminal justice field.

Criminal Justice II
Embedded Credits: 1 Social Studies, 1 English**, 1 Elective
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grade 12
Prerequisite: Grade of 70 or better in Criminal Justice I
Scheduled: Full year, 2 hours per day

Level Two Criminal Justice students learn the many subsystems within the criminal justice system with an emphasis on criminal investigation. Upon completion of this two-year program, students will be prepared to enter a post-secondary criminal justice program.

Culinary Arts - General Program Description

Culinary Arts is a highly creative area of study that can take you in many directions. By studying Culinary Arts, students prepare for the many careers in the food service industry. The chef instructor helps students discover their inner creativity and passion using industry level commercial kitchen equipment. The class operates like an actual food service facility. Students are exposed to the proper care and operation of kitchen equipment while preparing and serving food in our restaurant. Our facility simulates the typical foodservice workplace and the physical rigor needed to be productive in the kitchen. They develop employability skills like dependability, communication, organization, problem solving, work ethic and collaboration. These skills are important to be successful in the career field. Students start with the basics of safety, sanitation, and knife skills.

Students also learn to read and follow recipes and rotate through the kitchen and bake shop developing skills they need for work in restaurants, hotels and other food service careers. We also focus on front-of-the-house skills, including table service, banquet service, host/hostess duties, and maintenance of front-of-the-house operations.

Students may earn a national credential “ServSafe” through the National Restaurant Association and a Pro Start Certificate of Achievement through the National Restaurant Association. After graduation, students can choose to continue their education or head to work in an industry that is starving for culinary talent. Many River Valley Technical Center Culinary students have gone on to Noteable Schools such as Johnson and Wales, Culinary Institute of America, Paul Smiths, and White Mountain Community College. Relationships with these and other Post Secondary Schools offer our students; preferred acceptance, online classes and generous scholarships. Dining is a leisurely experience, but the process of preparing the meal is fast-paced teamwork that requires Communication, Collaboration, Dependability, Problem Solving, and Work Ethic.

Culinary Arts I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12 (10 with permission)
Prerequisite: None
Scheduled: Full year, 2 hours per day

The Pro Start Curriculum is recommended by the National Restaurant Association. With the opportunity to participate in culinary competitions through SkillsUSA and Pro Start, Culinary Arts Level One students learn the basics of safety, sanitation, knife skills, and reading and following recipes as they rotate through the kitchen and bakeshop. This course includes daily practical study of applied mathematics and science.

Culinary Arts II
Embedded Credits: 1 Science, 1 Social Studies, 1 Art
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Culinary Arts I
Scheduled: Full year, 2 hours per day

Culinary Arts Level Two students who are serious and motivated to continue their knowledge and skills will train in the kitchen, bakeshop, and the cafe. They will have the opportunity to gain a national credential "ServSafe" through the National Restaurant Association and the "Certificate of Achievement". The course includes daily practical study of applied mathematics and science.

Advanced Manufacturing and Engineering - General Program Description

Just about everything you use on a daily basis was manufactured. If you're the type of curious person who likes to know how things work, this program was tailor-made for you. The program will stimulate your thinking, prepare you for life after high school, and provide you with marketable skills. The Advanced Manufacturing and Engineering program ***stimulates student thinking; prepares them for a lucrative job market;*** and ***provides students with valuable manufacturing and design skills.*** Topics of study include:

- Additive Manufacturing (3D Printing)
- Blueprint Reading and Geometric Dimensioning and Tolerancing
- Precision Measurement
- Technical Writing
- Sketching and Visual Representation
- Parametric Modeling and Computer Aided Drafting (CAD)
- Computer Numerical Control (CNC) Machining
- Precision (manual) Machining
- Digital Electronics
- Robotics and Automation
- Computer Aided Manufacturing (CAM)
- Metrology and Inspection
- Waterjet Technology
- Fabrication and Assembly

Students of the Advanced Manufacturing and Engineering Program will receive entry-level training through ***hands-on challenges*** that mirror the processes utilized in all facets of manufacturing and engineering. Students produce functional parts through traditional and automated processes. A very strong emphasis is placed on safety, quality, and working to international industry standards/expectations.

Program Highlights:

- Earn up to 18 credits through the Running Start Program at River Valley Community College, Nashua Community College and NH Technical Institute-Concord.
- Three sanctioned **Project Lead The Way** Pre-Engineering Courses over two years
- Access to more than 100 regional manufacturing and engineering companies through our Program Advisory for job shadows and internships
- Access to more than 75 Program Alumni through our Alumni Network
- Full-day, Industry-based training like Lean 101 and Mastercam

Advanced Manufacturing and Engineering I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10-12
Prerequisite: Algebra I or concurrent enrollment
Scheduled: Full year, 2 hours per day

The manufacturing portion of Advanced Manufacturing and Engineering Level I will introduce you to machine tools, measuring instruments, and machining operations, and how they relate to the production of consumer goods. We'll study the industrial models of both "job shops" and "production plants" and their relationship between engineering, design, production control, and manufacturing. Computer-Aided Manufacturing (CAM) and robotics will also be covered.

In the engineering portion of Advanced Manufacturing and Engineering I will focus on design communication through the learning of SolidWorks parametric modeling software. It will also address many of the foundational elements and principles of engineering such as force, acceleration, mass, power and trajectory.

The first-year curriculum was designed to be preparing students for the nationally recognized NIMS credentialing exams in seven machining areas. It will also prepare students to take the Certified SolidWorks Associate certification exam. In addition, we encourage students to build youth leadership skills by participating in our local and state chapters of SkillsUSA and competing in skill and leadership events at all levels.

Advanced Manufacturing and Engineering II
Embedded Credits: 1 Math, 1 Science, 1 English**
Proficiencies covered for SHS: Modeling w/ Functions & Algebra (benchmark), Statistics & Probability (benchmark), Engineering (benchmark), Science & Engineering Practices (benchmark); Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Advanced Manufacturing and Engineering I
Scheduled: Full year, 2 hours per day

The strong ***engineering*** focus of the first semester of AM&E II is placed on digital electronics and advanced solid modeling (SolidWorks). Students will experience all aspects of digital electronics through hands-on breadboarding and simulation software. Students will build a variety of digital projects and also learn to build and program microcontrollers like Arduino. Advanced robotic programming and construction will also be highlighted in Level II. Engineering Design and Development is the senior capstone of the PLTW curriculum. Students normally dedicate their entire fourth quarter to this independent, industry-driven capstone project and are evaluated by industry professionals upon its completion.

On the ***manufacturing*** side of the curriculum, students will become proficient in Mastercam computer aided manufacturing software as well as develop skills in setting up, operating and programming 3,4 and 5 axis CNC machines. Additive manufacturing (3D printing) is also emphasized in the heavily, lab-based curriculum. Several NIMS credentials are available in both CNC Turning and CNC Milling. The use and programming of Coordinate Measuring Machine (CMM) and its related software (Verisurf) is also taught in year two. Field trips, job shadows and internships are also an integral part of the year two curriculum.

Health Sciences - General Program Description

The Health Sciences Program is a two-year program that integrates classroom studies with clinical and practical application. Students are exposed to a wide variety of careers in healthcare and visit various medical facilities to get a first-hand look at their choices. Guest speakers, classroom and online learning, and skills training in a realistic lab setting provide multiple learning strategies for all students.

In the first year, Health Sciences Level I students study a Health Sciences/Health Foundations curriculum while taking college-level dual enrollment for Medical Terminology if they choose. A wide variety of job shadow opportunities expose students to multiple career options in healthcare. Students will earn certifications in CPR/AED/First Aid, Blood Borne Pathogens, Stop the Bleed, and HIPAA.

In Level II, students continue their studies to include the VT State Board of Nursing Licensed Nurse Assistant (LNA) program, where they will prepare and sit for the LNA state licensure exam while taking college-level dual enrollment for Human Growth and Development if they choose. In addition, students will re-certify in Blood Borne Pathogens, HIPAA, and Basic Life Support for Healthcare Professionals. Students also participate in clinical learning experiences as part of the nurse-assisting curriculum. Health Sciences students will focus on developing workplace communication, organization, time management, and professionalism skills. Students in this program are also eligible for cooperative learning placement.

Both levels of the Health Sciences Program focus on RVTC's center-wide employability skills; dependability, organization, communication, problem-solving, work ethic, and collaboration. This, along with the program curriculum, prepares students for college entry or for entering the workplace after high school.

This program is a great choice for those students interested in one of the over 100 career options in the healthcare field. General pathways include diagnostics, therapeutic services, health informatics, biotechnology research and development, and support services. Many graduates have gone on to college in the fields of nursing, sports medicine, X-ray technologist, physical therapy, pharmacy and dental hygiene.

Health Sciences I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Biology, Algebra I recommended
Scheduled: Full year, Two hours per day
College credit opportunity through River Valley Community College

Health Sciences Level One students will study a wide range of subjects. Students examine the history of healthcare, complementary and alternative modalities, and learn medical terminology, the language most speak in healthcare. Lessons will include the body's systems as students begin learning about the diseases and disorders affecting each system utilizing a hands-on approach to learning. Students will be certified in CPR/First Aid/AED, Blood Borne Pathogens, HIPAA, and Stop the Bleed. One highlight of the year is job shadowing or opportunities for students to spend time with employers in the workplace, observing the ins and outs of each potential career pathway. Level one provides opportunity for dual enrollment with River Valley Community College, an option that offers three (3) transferable college credits in Medical Terminology.

Health Sciences II
Embedded Credits: 1 Science, 1 Social Studies, 1 Health Skills
Proficiencies covered for SHS: Life Science (benchmark); Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grade 12
Prerequisite: Grade of 70 or better in Health Sciences I or written instructor permission
Scheduled: Full year, Two hours per day

Health Sciences Level Two combines classroom learning and onsite clinical rotations. Students will fulfill the Vermont Board of Nursing requirements necessary to allow students to sit for the Licensed Nurse Assistant (LNA) exam. Students will be certified in BLS for Healthcare Providers and re-certify in Blood Borne Pathogens and HIPAA. Students are offered the opportunity for three (3) transferable college credits through a course in Human Growth and Development dual enrollment at River Valley Community College . Level Two also provides the opportunity for clinical externships and work cooperatives.

Horticulture & Natural Resources - General Program Description

This two-year program is for the student considering a career in landscaping, arboriculture, forestry, or greenhouse management. Students spend much of their time outside in our on-site nursery, greenhouse, and school landscapes. Students are also exposed to offsite work experiences on several community landscapes, woodlots, and fruit orchards, where they develop skills to get an immediate job. Students also have the opportunity to become a member of the FFA and develop their potential for premier leadership, personal growth, and career success.

Tree Care Service, Landscaping Services, Forestry Careers, and Greenhouse Management.

Program Highlights
- **Industry Recognized Credentials include; Game of Logging Levels 1,2,3,4**
- **National Safe Tractor and Machinery Operation Program**
- **On-the-job training**

Horticulture & Natural Resources I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12 (10 with permission)
Scheduled: Full year, 2 hours per day

Level One Horticulture and Natural Resources students spend the entire school year learning the skills needed to gain entry-level positions in numerous horticulture and natural resource businesses, ranging from nursery and greenhouse production to urban forestry to landscaping operations. Students are first introduced to skills on the thirty-acre land lab at the Center. Students are taught technical skills and are introduced to the employability skills most desired by business and industry. Students are involved in the FFA chapter and are encouraged to develop a Supervised Agricultural Experience project that applies or enhances classroom learning.

Horticulture & Natural Resources II
Embedded Credits: 1 Physical Education, 1 Science, 1 Art
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Horticulture and Natural Resources I or written instructor permission
Scheduled: Full year, 2 hours per day

Horticulture and Natural Resources Level Two students spend the entire year applying the skills learned in Level I to real-world situations. Working closely with local and regional business and industry, students are involved in several community projects ranging from landscape plantings to tree care operations to conservation practices. Students are assessed on the quality and quantity of the projects they complete, employability skills, involvement in the FFA, and worksite performance.

Human Services - General Program Description

The Human Services program is designed to prepare individuals for employment in career pathways that relate to families and human needs such as early childhood development and elementary education, counseling and mental health services, family and community services, personal care, and consumer services.

In Human Services you will use your skills in communication and problem solving to provide support to families and individuals from working in early childhood education to providing mental health services for all ages. This diverse career cluster allows you to work in a variety of settings including schools, health care, respite care and community organizations. Students have the opportunity to apply concepts learned in the classroom and to begin work based learning experiences in three *on-site child care* centers working with children ages 6 weeks to 6 years old. Students can then explore other related careers in their communities by partnering with industry professionals in various agencies and organizations.

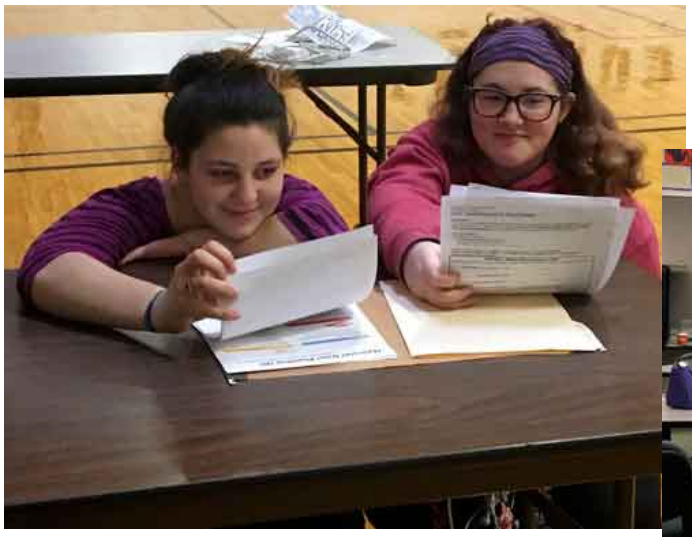
If you like to work with people, you'll love Human Services. We have a creative, fun and educational curriculum that prepares students for work in the diverse world of human services. Employability skills are an important part of our program and are practiced throughout the two-year program. You can spend part of your class time "at work" with the young children in our attached child care center. You can take a "baby" home with you. This may sound like fun and games, but life lessons are woven into your learning. You'll see what it takes to be part of the Human Services workforce through observation and supervised, hands-on work.

Human Services I
Embedded Credits: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10-12
Scheduled: Full year, 2 hours per day

In the first year of this two-year program, you will learn about careers in human services and skills for the workplace: communication, teamwork & people skills, human development across the lifespan, working with children, families & the elderly, substance abuse, mental illness, healthy relationships, and much more! You can join SkillsUSA, a student leadership organization. With this, you will take part in activities that promote individual growth and professional and leadership development.

Human Services II
Embedded Credits: 1 Social Studies, 1 English**, 1 Elective
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Human Services I or written instructor permission
Scheduled: Full year, 2 hours per day

In the second year of the program, you will spend extensive time in the field working with professionals in your area of concentration i.e. education, social services, etc. Learning opportunities will be focused in these areas as well.



Industrial Trades - General Program Description

This program offers diverse construction-based opportunities to obtain skills in Welding, CNC Plasma & Metal Fabrication, Electrical, Plumbing, and HVAC using an applied approach from the classroom to the lab. Skills such as wiring residential circuits, soldering copper pipes, cutting metal oxy-fuel and plasma torches, various welding applications, and HVAC skills are developed over a two-year period,making career choices or post-secondary school choices numerous. If your interest lies in construction type trade areas and you would like some choices, this program provides opportunities to learn using hands-on experiences as well as the necessary employability skills needed. Certifications are available through the American Welding Society, NCCER, and OSHA10.

Industrial Trades I
Credits Recommended by RVTC: 3 elective credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10, 11 and 12 (sophomores require an interview and juniors get priority)
Prerequisite: Basic Algebra and Geometry Skills
Scheduled: Full Year, 2 hours per day

Industrial Trades provides opportunities for students in four different trade areas. All students work with blueprints, learning how to sketch, read, and build from them. We emphasize workplace safety and practical application of skills in Electrical, Plumbing, HVAC and Welding. Welding units include Stick, MIG, TIG, Oxy-Acetylene, Plasma cutting and fabrication skills. During the Electrical focus, students will design and build a small section of wall to run electrical boxes and light switches. During the Plumbing focus, students will learn how to mock up a basic sink on a pedestal. The HVAC focus will be on learning about constructing sheet metal ducts. They will also learn about CNC plasma and how to fabricate structural and non-structural projects throughout the year.

If you are interested or are considering a career as an electrician, plumber, HVAC technician, welder, general property manager, physical plant manager, contractor, Industrial Trades is the ideal match for you. The class is limited to 16 students to provide plenty of hands-on lab projects and individual instruction to meet the individual needs of the students. At the end of the two-year program, you will have a step-up to start your next step in a career or in pursuing further training in your chosen industry.

Industrial Trades II
Embedded Credits: 1 Science, 1 Art, 1 Elective
Proficiencies covered for SHS: Create (benchmark), Perform/Present (benchmark), Respond (benchmark), Connect Cultural (benchmark), Connect Personal (benchmark), Speaking & Listening (benchmark); Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grade 12
Prerequisite: Grade of 70 or better in Industrial Trades I or written instructor permission
Scheduled: Full year, 2 hours per day

After successfully completing Industrial Trades I, students will choose either a cooperative work placement or staying in the lab to further their welding skills. Specific learning will explore the details of their chosen field. During the second quarter, students will learn the fine art of interviewing, resume writing, cover letters and job/career searches. During the second semester, students will concentrate in one of the many areas in Industrial Trades. Students are also eligible to enroll in the evening electrical and plumbing-related apprenticeship classes starting their licensing requirements immediately while still in high school, giving them a huge advantage when searching for employment.

Using a hands-on, independent approach to a variety of performance-based projects, they will be prepared for cooperative work placements, apprenticeships, and leadership skills including participation in local, state, and national SkillsUSA activities. Graduates may continue further educational opportunities to obtain industry certifications (such as plumbing and electrical licenses or HVAC and American Welding Society certifications), including two or four-year college programs or apprenticeship training, or they may seek entry-level positions within the trade areas.

Information Technology - General Program Description

Information Technology at RVTC opens many doors for possible career paths or areas for further study in areas such as computer science and cybersecurity. The recommended path in IT is Technology Essentials followed by Hands On Computer Systems. Students engage in graphic design, web design, programming, and basic IT literacy. Technology Essentials is a class centered around industry standards for Adobe Photoshop and Adobe Illustrator and web design standards. Students can earn college credit through River Valley Community College and take the Running Start Adobe Graphics course and/or Web Design. Students build websites and write basic javascript and python programming interacting with microcontrollers. Students take design work straight to production on the 3D printers and laser cutter and fabricate designs.

Students explore hands-on learning in the lab and gain knowledge of computer components and operating systems such as Windows, Macintosh, and Linux. Students build a complete computer system through lab activities and academic classroom study. Students order parts, assemble and configure a computer, install software, and troubleshoot hardware and software problems. Students follow best practices in maintenance and safety and take full responsibility for maintaining computer equipment in the classroom and lab. The aim is the national certification exam, CompTIA's IT Fundamentals, and CompTIA's A+ certifications. Three college credits through Running Start at RVCC are offered as a full-year course.

Program Highlights:

- **Earn up to 9 credits through the River Valley Community College**
- **CompTIA IT Fundamentals Certification**
- **CompTIA A+ Core 1&2 Certification**
- **Adobe Certified Associate in Adobe Illustrator**

Information Technology I - Technology Essentials

Adobe Photoshop, Adobe Illustrator, Website Development, Animation, Intro to Game Development
Embedded Credits: 3 Elective Credits
Proficiencies covered for SHS: Create (benchmark), Perform/Present (benchmark), Respond (benchmark), Connect Cultural (benchmark), Connect Personal (benchmark), Speaking & Listening (benchmark); Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10-12
Prerequisite: None
Scheduled: Full year, 2 hours per day
Dual Enrollment Courses: Computer Graphics-Adobe, Intro to Web Development (both through River Valley Community College)

Technology Essentials is a class centered around various software and technical skills needed for basic computer literacy. . We begin with Industry-standard programs Adobe Photoshop and Adobe Illustrator to manipulate images and vector graphics. Students can earn college credit through River Valley Community College in New Hampshire and take the Adobe Graphics course in addition to the Web Design course. Students build website pages with HTML and CSS using Adobe Dreamweaver and Notepad, then explore javascript and python programming. This class is creative and engaging and prepares students for graphic design, web design, or programming careers. Microcontrollers like Arduino, Raspberry Pi, Micro:bit and mBots and cyberbots allow students to interact and invent with technology.

Information Technology II - Hands-On-Computer Systems
Embedded Credits: 1 Art, 2 Elective Credits
Proficiencies covered for SHS: Expanded Proficiency Options through a Flexible Pathway Plan
Open to: Grades 10-12
Prerequisite: Keyboarding skills; Basic computer navigation skills
Scheduled: Full year, 2 hours per day
Dual Enrollment Course: Computer Architecture & Operating Systems (River Valley Community College)

Students explore with hands-on learning in the lab to develop an in-depth knowledge of computer components and operating systems. Students learn to build a complete computer system through a combination of a lab classroom and hands-on activities, ordering parts, assembling and configuring a computer, installing software, and troubleshooting both hardware and software problems. They discover best practices in maintenance, safety issues and take full responsibility for maintaining computer equipment in the classroom and lab. The students work primarily on Windows machines and are exposed to Macintosh and Linux systems. Students compete in CyberStart at local, state and national levels. When completing the program, they are prepared for a national certification exam, CompTIA's IT Fundamentals, CompTIA's A+ Core 1 & 2, and may earn up to three college credits at the River Valley Community College.

Hands-On is an exciting look into the inner workings of the technology we use every day. It's a chance to learn how to manage, repair, and even build computers from their separate components. We understand how to fix printers and manage networks, skills needed for businesses everywhere. Not only can students take their CompTIA IT Fundamentals certification exam, opening countless job opportunities, but we can also come to understand the technology seen everywhere in modern life.