2023-2024

WOODSTOCK
UNION HIGH SCHOOL & MIDDLE SCHOOL
SINCE 1854

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Middle School

High School

Not all courses run every year. Course offerings are subject to adjustment prior to the start of the school year. Every possible effort is made to provide the best schedule for each student. Please contact us if you have any questions.

The Seventh Grade Experience

How can we create a just world? What patterns exist in the world? Why do words matter? What do you wonder?

These are some of the large questions that 7th grade students at Woodstock Union Middle School are asked to grapple with throughout the year. They do it as part of Team Pathfinders, a community of learners who support one another as they seek their own answers to these questions, begin to chart their path to independence—and, of course, have fun.

Leading Team Pathfinders' are teachers—Trail Guides—who meet regularly to strategize about how to best meet the individual social, emotional, intellectual, and physical needs of all learners. They are passionate about middle school, their subjects of expertise, and inspiring their students. They design curriculums to create opportunities for students to explore and question their world.

Seventh grade students are encouraged to explore their interests in a variety of elective courses in the arts, modern and classical languages, and science/technology.

REQUIRED COURSES: GRADE 7

HUMANITIES 7: ENGLISH and GLOBAL STUDIES

Grade 7 *All year*

What are human rights? What can we do to promote them around the world? These questions guide students' 7th-grade English and Social Studies experience. Through both literature and nonfiction media, students learn about—and take a stand on—some of the most pressing issues around the globe: refugees, climate change, water scarcity, religious freedom, and cultural tolerance, to name a few. All the while, students hone key communication and collaboration skills, including reading, writing, speaking and listening, and grammar.

INTEGRATED MATH I

Grade 7 *All year*

Integrated math is an inclusive 7th grade class designed to meet the specific needs of a wide range of learners. This inquiry-based class focuses on building strong problem-solving skills, promoting a positive mathematical mindset, and fostering effective communication. The content of this class meets the 7th grade Common Core State Standards, with a primary focus on proportional reasoning. Problem solving scenarios in this course are formulated to promote an open-ended, in-depth, and challenging exploration of the content for all students. This class will prepare students for either Introduction to Algebra, or 8th Grade Algebra 1. To see potential math progressions, click here.

MIDDLE SCHOOL GEOMETRY

Grade 7 *¼ year*

This quarter-long class is focused on the Middle School Geometry standards. The content has been designed to complement and support 7th grade Integrated Math. To see potential math progressions, click here.

MIDDLE SCHOOL LIFE SCIENCE

Grade 7 *All year*

This course focuses on the study of organisms and their interactions with the environment as well as how life on Earth has been shaped by the changing face of our planet throughout history. Units of study include metacognition and neuroscience, ecology, microbiology, genetics, evolution and geology. We will also discuss global environmental issues such as climate change and human impact on the environment in our own backyards. Students will develop skills around modeling, communication, data analysis and inquiry. Content is drawn from the Next Generation Science Standards and aligned with the Common Core State Standards in Mathematics and English Language Arts.

WELLNESS 7

Grade 7 *All year*

At Woodstock Union High School and Middle School health and physical education are combined to create an integrated wellness program that, we believe, provides middle school students with the tools they need to achieve a healthy balance in their busy lives. The seven dimensions of Wellness will be the main focus throughout the course along with incorporating activities such as team sports, lifelong sports, individual sports and hobbies.

GRADE 7 SELF-DIRECTION

Grade 7 *All year*

This course will support the development of skills and habits of mind, necessary for academic success at the middle level. Students will work on these skills in the context of their academic classes while also reflecting on their learning and planning their pathway through middle school and high school.

CENTER FOR LEARNING OPPORTUNITIES

Click here for more information on the Center for Learning Opportunities.

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The Eighth Grade Experience

Who am I? What are my interests, strengths, and abilities? What people, places, and experiences do I hope fill the next decade of my life? How do I need to grow to realize my aspirations?

The eighth grade team meets regularly to ensure that the social, emotional, intellectual, and physical needs of all of our students are met. We are committed to middle-level best practices, our various subject area disciplines, and using technology to enhance and showcase our students' learning.

The eighth grade team believes that our students' futures hold unlimited and unknown possibilities, and that exploring those possibilities impacts the learning that they engage in today. Cognizant of the demands that lie ahead for students, teachers design learning activities that strike a balance between exploration and structure, high expectations and support, and personalization and collaboration.

REQUIRED COURSES: GRADE 8

ENGLISH 8

Grade 8 *All year*

English 8 emphasizes reading, writing, and class discussion. Students read both individual and shared class texts, primarily by American authors. Texts include poetry, short stories, nonfiction, and novels. During the year, students learn and review reading strategies, including close reads and annotating texts, and practice speaking and listening skills in collegial discussions. Students also write in a variety of forms including personal essays, arguments, literary analysis, and poetry. Emphasis is placed on having students use textual evidence to support a claim, as well as understanding the interplay between purpose, audience, and tone.

INTEGRATED MATH II

Grade 8 *All year*

Through the development of positive mathematical dispositions and effective habits, Grade 8 Common Core State Standards (CCSS) are covered in this course. Topics include formulating and reasoning about expressions with exponents and radicals, using bivariate data in linear equations, solving linear equations and systems of linear equations, understanding functions and their use in describing qualitative relationships, and analyzing two and three dimensional space figures including application of the Pythagorean Theorem. To see potential math progressions, click here.

GRADE 8 ALGEBRA

Grade 8 *All year*

This is an accelerated, rigorous course that covers both 8th grade and Algebra I CCSS. The topics include the pre-algebra topics listed above and the following Algebra I topics: polynomials; equations and inequalities in one and two variables; inverse, quadratic and exponential functions; solving inequalities and systems of inequalities; and sequences.

It is recommended that students enrolled in this course have earned an A in Integrated Math with Algebra Focus and typically score high on standardized math tests. Upon successful completion of this course, students will be prepared for Geometry for their 9th grade year. To see potential math progressions, click here.

MIDDLE SCHOOL PHYSICAL SCIENCE

Grade 8 *All year*

Middle School Physical Science explores fundamental concepts of physics and chemistry, as well as a number of Earth science topics. The Next Generation Science Standards (NGSS) provide the framework for the course and enable all students to apply the science and engineering practices as they learn about disciplinary core ideas and make connections to cross-cutting concepts. Students will engage frequently in project-based learning and the engineering design process. Major topics include energy (what it is, how it is transferred and conserved, and its relationship with waves and forces); matter and its interactions (including structure, properties, and reactions); and Earth's place in the universe (including patterns of Earth's movement in the solar system, as well as Earth's weather and climate).

AMERICAN STUDIES

Grade 8 *All year*

American Studies is about trying to understand our modern global society by examining innovation, growth, and conflict in our American society in history and today. We focus especially on our constitutional heritage; connections between our local and national history; and our American social and political traditions. Current events feature prominently.

WELLNESS 8

Grade 8 *All year*

At Woodstock Union High School and Middle School health and physical education are combined to create an integrated wellness program that, we believe, provides middle school students with the tools they need to achieve a healthy balance in their busy lives. The seven dimensions of Wellness will be the main focus throughout the course along with incorporating activities such as team sports, lifelong sports, individual sports and hobbies.

EXPLORING YOUR FUTURE

Grade 8 *¼ year*

This quarter-long class provides students with the opportunity to consider the world of work and how their own interests and affinities fit into that world. Students are encouraged to dream big and be true to themselves, to keep an open mind to new possibilities, and to see themselves in the "driver's seat" with regard to career and educational planning.

CENTER FOR LEARNING OPPORTUNITIES

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Middle School Electives for Grades 7, 8

Modern and Classical Languages

Students entering WUMS may have varied levels of language ability. Depending on the number of years they have studied a language and their skill level, some seventh grade students may enroll in Spanish/French 1A, 1B or Spanish/French II. A placement test will be administered to any student wishing to take a level 1B or a level II language class. Placement will be determined based on the performance of that assessment and consultation with the administration. As a result, all language classes include student groupings of various ages.

FRENCH 1A

Grades 7, 8 *All year*

French 1A is a beginning language course which is designed to provide a strong foundation for the sequential study of French in the first half of a two-year sequence that encompasses similar material as is taught in the high school French I course. Students begin their study of the French language and culture with an emphasis on oral communication. Much of the course is conducted in French. Students also read and write French within the context of basic vocabulary and language structure. Study skills and note-taking will be important components of the course. Students will be developing speaking, comprehension, reading and writing skills, as well as learning about the Francophone world. Students will engage in fun and stimulating games, dialogues, projects, videos, and music selections from authentic resources.

FRENCH 1B*

Grades 7, 8 *All year*

French 1B is a continuation of French 1A and together they complete the equivalent of French I. The course is conducted primarily in French and students are expected to speak and write French creatively in this novice language course to practice what we are learning. The curriculum is highly interactive and tied to student interest. Thematic content is drawn from current events and authentic resources. Students will engage in fun and stimulating games, dialogues, skits, projects, videos, and music selections from authentic resources.

SPANISH 1A

Grades 7, 8 *All year*

This course is a fun, beginning language course that emphasizes speaking, reading, writing and listening comprehension skills. The course is the first half of a two-year sequence that encompasses similar material as high school Spanish 1. The course is conducted primarily in Spanish and students are expected to use Spanish in class to practice what they are learning, to repeat what they are hearing, and for them to have fun. The curriculum used is Somos I from the Comprehensible Classroom by Martina Bex, which is highly interactive and tied to student interest with thematic content drawn from current events and authentic, fun resources. Games, skits, presentations and music are incorporated in language learning and assessment

SPANISH 1B*

Grades 7, 8 *All year*

This course is a continuation of Spanish 1A and together they complete the equivalent of Spanish 1. The course is conducted primarily in Spanish and students are expected to use Spanish in class to practice what we are learning. The curriculum is highly interactive and tied to student interest and thematic content drawn from current events and authentic resources. Games, skits, presentations and music are incorporated in language learning and assessment.

FRENCH II*

Grades 7, 8 *All year*

Students continue to develop their ability to speak, understand, read and write French. The class is conducted primarily in French, oral work is emphasized, and self-initiated conversation is encouraged. Students continue learning vocabulary and will be able to converse and write using present, past, and future tenses. The study of French culture is an integral part of each lesson. The curriculum is highly interactive and tied to student interest. Thematic content is drawn from current events and authentic resources. Students will engage in fun and stimulating games, dialogues, skits, projects, videos, and music selections from authentic resources.

SPANISH II*

Grades 7, 8 *All year*

This course continues to develop the four language skills of speaking, listening, reading and writing in Spanish. Conversation in Spanish is emphasized. The course is conducted in Spanish and students are expected to use the language in class to the best of their ability. Students continue to acquire practical vocabulary through content specific units and will be able to use and understand different verb tenses including present, several forms of past and commands. The study of Hispanic culture is also integrated throughout the curriculum. Students will expand their reading comprehension using short stories and articles and their speaking through spontaneous conversations. Major classroom projects, group and individual, are done in each unit. Games, dialogues, projects, videos, music and the *Somos II* Comprehensible Classroom program are part of the daily activities of this intermediate language course. This course typically has both middle and high school students.

DISCOVERING THE ROMANS

Grades 7, 8 *¼ year*

This is a one-quarter introductory class to the culture, language, and history of the Romans. Students spend time in class exploring topics of daily life, food, entertainment, mythology, and art. Students also learn basic conversational Latin vocabulary and grammar, and explore the influence of Latin on our own English vocabulary. Students complete hands-on projects, participate in discussions and games, and watch multimedia presentations to learn about all of these topics and more.

*A placement test will be administered to any student wishing to take a level 1B or a level II language class.

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Visual and Performing Arts

STUDIO ART

Grades 7, 8 *¼ year*

This quarter long course is aimed at exposing art students to new skills, materials and techniques. Students will be encouraged to challenge themselves, to think creatively and critically, to take risks through art making, and to work independently as well as collaboratively. The topics/projects explored will change each quarter, so that students can select to take this course multiple times.

INTRO TO DIGITAL PHOTOGRAPHY

Grades 7, 8 *¼ year (Not Offered Every Year, 2023-24)*

This course is a fun, informative, and simple course for middle school students that allows them to learn the basics of digital camera handling skills, compositional techniques, and more. Students will have a much more thorough understanding of Digital Photography and will hopefully be inspired to continue learning photography in high school. This course will help students learn and improve in the following areas: *Camera Handling Skills, Compositional Techniques, Photography as Art, and File Transfer and Editing*

INTRO TO GRAPHIC DESIGN

Grades 7, 8 *¼ year (Not Offered Every Year. 2024-25)*

This course is an introduction to the creation of graphic arts using the computer. This course enables students to identify, analyze and create various forms of visual art by utilizing the latest design software that is a current industry standard. The focus will be on finding creative visual solutions to communication problems using technical skills. Students will learn to utilize the elements and principles of design, the design process, spatial relationships, typography and imagery as they apply to practical visual solutions for print, logo design, poster design, and other real world graphic design applications to create real examples of professional graphic artistry.

INSTRUMENTAL EXPLORATION

Grades 7, 8 *¼ year*

Have you ever wanted to learn an instrument? Why not learn the three most popular in music culture! Drum set, Piano, and Guitar have been the lifeblood of popular Western music for almost 100 years now, and they are constantly evolving through time. Not only will we cover basic fundamentals of each instrument, but we will also cover some key musical concepts in the process. Join this class if you want to add some music to your school day and if you want to kickstart a valuable life long skill!

MIDDLE SCHOOL CONCERT BAND

Grades 7, 8 *½ year or All year*

This half or full year course is designed to explore and perform challenging music in a variety of styles. This ensemble is considered to be the core of the band program. The Concert Band performs throughout the year at school, community and regional venues, participating in concerts, parades, and assemblies.

MIDDLE SCHOOL CHOIR A (Fall Semester)

Grades 7, 8 *½ year*

Middle School Chorus students will focus on developing musicianship through choral music study and performance. Students will be introduced to a variety of music literature, basic music theory, proper vocal technique, sight singing, and performance. Students are required to participate in two performances outside the regular school day (December and May).

MIDDLE SCHOOL CHOIR B (Spring Semester)

Grades 7, 8 *½ year*

Middle School Chorus students will focus on developing musicianship through choral music study and performance. Students will be introduced to a variety of music literature, basic music theory, proper vocal technique, sight singing, and performance. Students are required to participate in two performances outside the regular school day (December and May).

THEATRE LAB A (Fall Semester)

Grades 7, 8 *½ year*

This semester course offers all students the opportunity to build skills through acting, directing, analyzing plays, devising our own works, and creating technical designs in lighting and sound that amplify the work. Students will begin their work in the first quarter as a cohesive group of aspiring actors, directors and technicians, creating an ensemble with skills in each area. Second quarter, the students will specialize in one area, working with the ensemble to produce one-act plays directed, acted, and with technical aspects designed by students.

THEATRE LAB B (Spring Semester)

Grades 7, 8 *½ year*

Prerequisite: Theatre Lab A or participation in Yoh Theatre

During this semester course students will produce a full-length play to be performed in the spring. All participants will be involved in choosing the play, acting, developing set, costumes, lighting, and props.

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Additional Middle School Electives

INTRODUCTION TO COMPUTER SCIENCE

Grades 7, 8 *¼ year*

This course is based on the Code.org middle school course, Computer Science Discoveries. Students study programming concepts, computational thinking, and digital citizenship. Foundational concepts of programming are taught using drag and drop blocks or JavaScript coding language, students may choose the coding method. Students will create a computer animation/game as the course culminating project.

GARDENS AND GREENHOUSES

Grades 7, 8 *¼ year*

This is a hands-on introductory course in our gardens and greenhouses so prepare to get your hands dirty (in the soil)! Students will learn key skills in plant identification, uses and propagation.They will learn about plant parts and processes as well as reproduction and cultivation. They will use plant propagation methods for a variety of plants including herbs, indoor plants, flowers and vegetables. Students will learn about the native plants that grow here and their many uses including medicinal, ecological, and culinary. Students will learn some basic cooking skills and get to eat what we grow! They will help research and create a guide to locally grown fruits and vegetables in Vermont that they can grow in their very own gardens.

IDEA INNOVATION, DESIGN, ENGINEERING, ACTION

Grades 7, 8 *½ year*

IDEA is a course designed to offer students the opportunity to develop creative problem-solving skills. Students will be presented with learning activities that will stimulate innovation, enhance creativity, and develop engineering skills. Students can expect to work both independently and collaboratively as they move from problem identification to solution

MIDDLE SCHOOL JOURNALISM

Grades 7, 8 *¼ year*

Students in this class will use a hands-on approach to learn the fundamentals of journalism, improving their writing along the way. Students will work cooperatively to develop story ideas, plan and conduct interviews, write and edit stories, and design multimedia elements including images and infographics to accompany their stories. They will publish their work online.

LET'S COOK!

Grades 7, 8 *¼ year*

Fried rice? Chocolate chip cookies? How about tabbouleh or lasagna? We'll choose together what to cook each week focusing especially on what's local and fresh. Learn how to plan and improvise and eat well! You'll have a recipe book of your favorites to keep at the end.

ROBOTICS

Grades 7, 8 *¼ year*

In this class students will build progressively more complex robots, culminating in vehicles that sense their environments and navigate on their own. Along the way students will get smart on common algorithms and current events in this quickly-advancing area of technology.

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Middle School Athletics, Clubs and Other Opportunities

MIDDLE SCHOOL ATHLETICS

Woodstock Union Middle School offers a wide variety of athletic opportunities. All students are encouraged to participate in athletics, even if they have not previously played. The focus of sports at the middle school level is on skill development and teamwork. Typically middle school teams practice five days a week and have a full schedule of competitions with nearby schools and recreation departments. All teams are able to practice on campus using the many fields and gymnasiums available. WUMS has the following offerings for its students:

Fall: Football, Field Hockey, Boys and Girls Soccer, Cross Country (co-ed)
Winter: Boys and Girls Basketball
Spring: Baseball, Softball, Boys and Girls Lacrosse, Track (co-ed)

MIDDLE SCHOOL CLUBS and OTHER OPPORTUNITIES

Whether you love to perform on stage, enjoy solving tough math problems, are a wiz at science, want to be involved in leadership activities in our school and community, or just like to socialize with your classmates, there are many different ways to be involved at Woodstock Union Middle School.

Interact - Rotary International Youth Group

The Interact Club is a Rotary sponsored Service-Above-Self organization. Student members volunteer to join or can be nominated by faculty members. The organization raises funds to give to individuals and organizations in need either nationally or internationally. Members plan one community service project trip in the spring. Held once a week during lunch time.

Jazz/Funk Band

Jazz/Funk Band meets once a week during a club meeting time. It is designed for students who have a deep interest in music and is a supplement to students enrolled in MS Band (not instead of). The MS Jazz/Funk Band performs several times a year. Students who are interested should arrange for an audition.

Math Team

Our Math Team belongs to the Twin State Math League. We compete in 4 regular season meets, and qualifiers compete in an all-star meet at the end of the year. Weekly practice sessions are held to prepare for each meet's topics.

Middle School Dances

There are five dances a year including the end-of-year Spring Dance. Enjoy the latest hits put on by our rockin DJ, all while snacking on yummy treats and socializing with friends!

Middle School Yearbook

Students create the annual yearbook. Students will work with the Yearbook Advisor during their lunchtime once a week, and twice per month during agreed upon meeting times after school.

Scholar's Bowl Academic Knowledge Competitions

Scholar's Bowl is a fun and fast-paced academic quiz challenge for secondary schools in Vermont. Students are tested on a wide range of topics including geography, literature, music, history, pop culture and more. There are regional tournaments through the school year with the top Vermont team invited to the national meet in the spring. The format is jeopardy style questions with buzzers and only seconds to answer! New players are always welcome. We meet weekly from September through March.

Spectrum Teen Board Drop in Teen Center for grades 7-12

The Spectrum Teen Program has been serving teens for 27 years in grades 7-12. Last year, we opened our program up to middle school students. The Spectrum is about building community and relationships while making teens feel included and supported. We have work collaboratively with other groups, organizations and businesses in an effort to offer great teen events out in the community on Friday evenings during the school year. Teens help at fundraisers, events and volunteer their time in an effort to help support our program. Meetings times are to be announced as location, frequency and times may vary.

Student Council

The Student Council plans Middle School assemblies and other full-school events, including fundraising for charities. The Student Council meets once a week during the Advisory block.

Yoh Theater

Yoh Theatre is open to all students, and meets after school from 3:15-5:15 pm every school day. Our players produce four plays each year: three full-length plays in October, December and May, and a musical in March. Students are invited to act, be involved with lighting, set building, sound design, costume and props work, gathering skills from professional workshops, as well as from working within the group. Everyone is welcome. High school students will receive a ¼ credit per play.

Vermont Kids Against Tobacco (VKAT)

The goals of VKAT Club (middle school) are to reduce youth smoking/vaping rates and to create and support youth leaders by: Educating peers about the dangers of smoking and vaping; raising awareness of the tobacco and vaping industry's advertising and marketing tactics that target youth; and modeling healthy behaviors for younger students. Some of our projects include: Making Quit Kits, community and school educational projects, The Choices of Vaping poster, and attending a Leadership Summit and Statehouse Rally.

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WUHSMS Innovation and 21st Century Learning

NUVU Program

WUHSMS is partnering with NuVu, an innovation school based in Cambridge, Massachusetts, to create a studio experience and curriculum where students can practice "navigating the messiness of the creative process, from inception to completion." Teachers and students access this lab for a wide range of projects, working with a NuVu Fellow on a curated design studio prompt carried out in the Innovation Lab. The NuVu fellow works with teachers to best incorporate any required content standards or learning objectives into the creative process and allow for student agency in projects. Students are exposed to the technologies and processes which best align to the content and expected creative outcome. These may include but are not limited to: hand prototyping, 2D CAD drawing, 3D modeling, laser cutting, 3D printing, electronics, coding, animation, video game design and many more.

Innovation Lab

Thanks to a series of grants from local individuals and businesses, WUHSMS embarked on a process of converting an under-utilized portion of the school building into an Innovation Lab. The goal of the lab space is to provide the tools necessary to grow a design-focused curriculum for all students and teachers to access. The space has a variety of tools for students to use, including a laser cutter, several 3D printers, computers, design software, and a variety of hand tools.

1:1 Chromebooks

We believe that 21st century technology tools are an important ingredient for teaching and learning at WUHSMS. Having access to these tools prepares our students for learning and careers within and beyond our school. Every student is issued a personal Chromebook upon entering the 7th grade. Through the meaningful use of technology our students learn ways to be skilled information processors, collaborative workers, effective communicators, self-directed learners, and responsible citizens.

The Rhoda Teagle Library

There is a wealth of print and digital resources available in the Rhoda Teagle Library. These resources include a collection of 17,000 books, access to InfoTrac (a magazine and newspaper database), subscriptions to online resources such as ancestry.com, turnitin.com, World Book Encyclopedia, The New York Times and Sora (free ebooks and audiobooks). The library provides curriculum support and materials to students, staff and teachers. The library promotes reading, discussion skills and critical thinking skills through book clubs for students including the Young Adult Diverse Books Book Club and adults, author visits and participation in the state-wide Vermont Reads program. Students are encouraged to take on responsibilities in the library through the adopt a shelf program which promotes collection care and collection development and students have the opportunity to participate in annual events such as the Teen Lit Mob with nationally recognized Young Adult authors.

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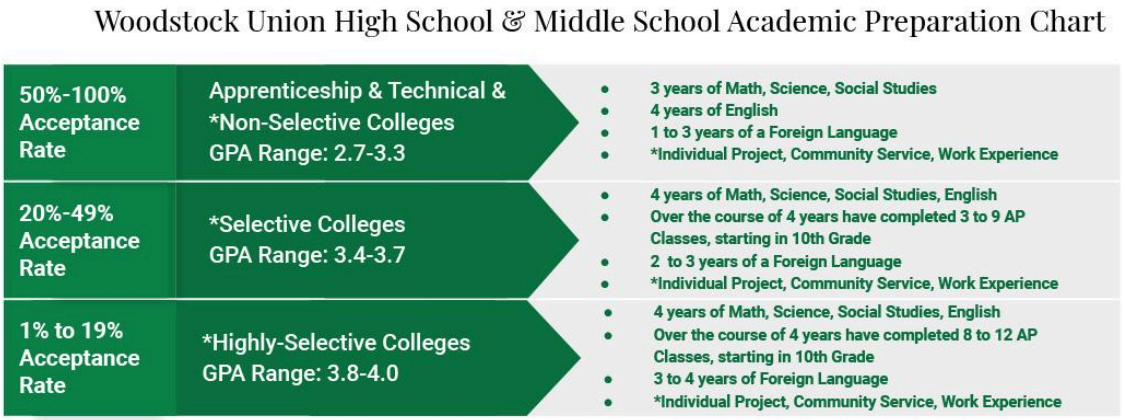
Woodstock Union High School Academic Preparation Chart



**Selectivity describes admissions acceptance rate. All three levels of selectivity provide rigorous coursework.*

**Individual Projects, Community Service, & Work Experience can include opportunities like the AP Capstone Program, C3, and Dual Enrollment.*

NAVIANCE

Woodstock Union High School and Middle School offers students and parents Naviance. This innovative, easy-to-use Web application will assist students with the entire college and career planning process. Our goal at WUHSMS is to connect our families with valuable resources and to provide an efficient way for students and parents to stay informed and keep organized through the post-secondary planning/college admissions process.

Family Connection allows your student to:

- Get involved in the planning and advising process by building a resume, completing online surveys, and managing timelines and deadlines for making decisions about colleges and careers
- Research colleges by comparing GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Research careers by looking at hundreds of careers and career clusters, and taking career assessments
- Create plans for the future by setting goals and to-dos, and completing tasks assigned by the school to better prepare your student for future college and career goals.

All students receive login information and parents are welcome to contact the Counseling Services for their login information.

Here are some links to better understand Naviance:

Naviance Student Account Registration, Login and Password Reset
Student Tour and Overview
Student Journey in Naviance
Self-Discovery
Career Exploration

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Advanced Placement (AP) Classes

AP Math Classes

AP CALCULUS AB

Grades 11, 12 *1 credit*

Course Prerequisite: Pre-Calculus

In this course, students will study (at least) all topics from the College Board's Calculus AB course description. The course approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. The course includes a variety of approaches of varying degrees of formality: theory is balanced with concrete examples. Students can expect to learn topics ranging from limits through derivatives, simple differential equations, antiderivatives, and integrals. Polynomial, rational, and transcendental functions are also studied. A graphing calculator, preferably with the capabilities of a TI-84, is required for this course. The Advanced Placement exam, given in May, is a course focus

AP CALCULUS BC (not offered every year)

Grades 11, 12 *1 credit*

Course Prerequisite: Successful completion of Calculus AB

This course will review all of the topics in the College Board syllabus for Calculus AB and extend the understanding of calculus to additional functions including parametric, polar, and vector functions. Additional techniques of antidifferentiation and improper integrals will be explored. Students will also study Series and Polynomial Approximations. A graphing calculator with the capabilities of a TI-84 is required for this course. The AP Exam, given in May, is a focus for this course.

AP PRECALCULUS

Grades 10, 11, 12 *1 credit*

Course Prerequisite: Successful in 2 years of high school mathematics; ideally Algebra, Geometry and Algebra II.

This course prepares the student for Calculus through applications and investigations. The course approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. A strong emphasis is placed on the process and interpretation of the problems. Students can expect to explore all types of functions, the relation between exponential and logarithmic functions, trigonometric functions, triangle trigonometry, advanced graphing, and complex numbers.Students opting for AP level work will use the AP Classroom online resource to complete work at the level required to pass the AP exam. Students must decide before the end of Quarter 1 if they will choose to work at the AP or non-AP level. A TI-84 is recommended. Students who succeed in this course are prepared for AP Calculus.

AP STATISTICS*

Grades 11, 12 *1 credit*

Course Prerequisite: Successful in 3 years of high school mathematics; ideally Algebra, Geometry and Algebra II.

The Advanced Placement Statistics (AP Statistics) is a college level course intended to introduce high school students to the major concepts and tools for collecting, analyzing and drawing conclusions from data and to provide students with the content of a 1 year college

statistics class. This course is designed to fulfill the requirements from the College Board Advanced Placement Course in Mathematics for AP Statistics and covers 4 main topics: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students taking this class will be strongly encouraged to take the AP exam in May. Based on their course completion and exam score, students may receive credit, advanced placement or both for one-semester of an introductory college statistics course. A graphing calculator is required for the class. We recommend a Texas Instrument graphing calculator.

*This course counts towards the CRAFT credential.

AP Computer Science Classes

AP COMPUTER SCIENCE PRINCIPLES (not offered every year)

Grades 10, 11, 12 *1 credit*

Course Prerequisite: Computer Programming II

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns. In addition to deepening their skills as programmers, students think creatively and apply rigorous analysis techniques to current societal issues in computing. The Advanced Placement exam — which is composed of two in-class projects and a traditional multiple-choice exam — is a course focus and requirement.

AP COMPUTER SCIENCE (not offered every year)

Grades 11, 12 *1 credit*

Course Prerequisite: AP Computer Science Principles

This course covers the curriculum described in the College Board's Advanced Placement Course Description for Computer Science, which is roughly equivalent to a 1st semester college course in computer science. The course approach combines projects, programming exercises, independent study, and group work. Students use the Java programming language to learn important programming structures, algorithms, and the principles of object-oriented programming. They experience multiple programming tools used by professionals and contribute to a real-world software project used by people outside the classroom. The Advanced Placement exam, given in May, is a course focus and requirement.

AP Science Classes

AP BIOLOGY

Grades 11, 12 *1 credit*

Course Prerequisite: IES, Biology, Recommendation: Chemistry

In AP Biology, students will cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, and inheritance. The structure of this class will combine laboratory work, case studies, readings, test practice and field trips to cover all topics included in the Biology AP Examination. Students will build critical thinking and observation skills, laboratory and presentation techniques.

AP CHEMISTRY

Grades 11, 12 *1 credit*
Course Prerequisites: IES, Chemistry

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year.

This AP course addresses the areas of Periodic Table trends, Bonding and Energy, Stoichiometry, Chemical Equilibrium, Rates and Energetics of reactions, and more.

With this curriculum framework as its foundation, students who take the AP Chemistry course will also develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

AP PHYSICS 1

Grades 10, 11, 12 *1 credit*
Course Prerequisites: IES, Geometry, Algebra II (may be taken concurrently)

The AP Physics 1 course is designed to be the equivalent of the introductory Physics course usually taken during the first college year (often referred to as “Mechanics”).

This AP course addresses the areas of Energy and Motion, Gravity and Gravitational Energy, Rotational Motion, DC Circuits, Electric Charge & Electric Forces, and Mechanical Waves & Sound.

With this curriculum framework as its foundation, students who take the AP Physics 1 course will also develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

AP ENVIRONMENTAL SCIENCE*

Grades 10, 11, 12 *1 credit*
Course Prerequisites: IES
Elective

In Advanced Placement Environmental Science, students will observe and critically analyze environmental problems in order to understand the relationships between natural systems on Earth. The structure of this class will combine laboratory work, case studies, readings, test practice and field trips to cover all topics included in the Environmental Science AP Examination. Students will build critical thinking and observation skills, laboratory and presentation techniques and studying/test taking skills.

*This course counts towards the CRAFT credential.

AP Social Studies Classes

AP UNITED STATES HISTORY

Grades 10, 11, 12 *1 credit*
Course Prerequisite: Modern World

This is a rigorous, college-level survey course in preparation for the AP exam and requires a great deal of student commitment. Students should come to this course with strong writing, reading comprehension, and analytical skills. This course requires students to be fully prepared to

participate in discussions, activities and document analysis. In preparation for the AP exam students will learn to compose lengthy essays in a limited time while using their historical understanding to meet the demands of multiple types of questions. In class, students will also have the opportunity to participate in simulations and explore areas of their own interests through book reviews and micro-research projects.

AP U.S. GOVERNMENT AND POLITICS

Grades 10, 11, 12 *1 credit*
Course Prerequisite: US History or AP US History

This year-long course prepares students for the Advanced Placement examination in Government and Politics. The course provides students with an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret the United States government and politics and an analysis of specific examples. Students will learn through an in-depth examination of seven major topics which include issues such as separation of powers, political action committees (PACs), the rights of minority groups and women, and the role of the media in politics—to name a few.

AP English Classes

AP ENGLISH LANGUAGE & COMPOSITION

Grade 11 *1 credit*
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

This course focuses on rhetoric, argument, grammar, usage and mechanics as means to help advanced English students enhance their ongoing study of fiction, as well as analyze, synthesize, and evaluate nonfiction texts: essays, biographies and autobiographies, speeches, sermons, and passages from writings in the arts, history, social science, politics, science, and other areas of study. Social activism inevitably rises as a central aspect of studies in this course. Researched argument papers are required of AP English Language and Composition, so only students who are already strong analytical writers about literature in primary, authentic ways are encouraged to enroll. When students are asked to synthesize the experiences and opinions of others into their own essays they are essentially engaging in conversations with other writers and thinkers. As the College Board promotes, “the results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.”

Students are expected to complete the summer reading assignment by early August and to take the AP English Language and Composition Exam in May.

AP ENGLISH LITERATURE & COMPOSITION

Grade 12 *1 credit*
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

This course is intended to provide a challenge and an opportunity for serious students to work with more depth and independence than in other high school English courses. AP English Literature and Composition is part of a national program of college-level courses and exams for secondary students. Literary analysis of various genres (short stories, novels, poetry, essays and plays) is emphasized as well as skills in oral and written expression. Students are expected to complete the summer reading assignment by early August and to take the AP exam in May.

AP Modern and Classical Languages Classes

AP FRENCH

Grades 11, 12 *1 credit*

This course is designed as the second part of French IV as a preparatory year for the AP test, administered at the school. Students will continue to study contemporary French culture as well as Modern French Literature. Additionally, students are expected to use audios and videos from France to perfect their speaking and listening skills. Students will read from the French press, via the Internet, and will be expected to work on grammar and vocabulary exercises in preparation for the exams. They will also be required to work independently on two projects concerning French culture and present these studies to the class. They will take the Advanced Placement exam in May. E-texts: *AP French*, Richard Ladd; *Allons au-dela* and Texts: *Une Fois Pour Toutes; Breaking the Barrier.*

AP SPANISH LANGUAGE & CULTURE

Grades 11, 12 *1 credit*

This course is designed to prepare the advanced Spanish language student for the Advanced Placement exam in Spanish Language and Culture as well as provide an opportunity to practice the language skills of reading, writing, speaking and listening. A curriculum of six themes, Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics, integrates language, content and cultures into an interrelated series of lessons and activities that promote the use of language in a variety of contexts. In addition, students will demonstrate an understanding of the products, practices and perspectives of Spanish-speaking countries and their cultures. The class is taught in Spanish and students are expected to speak Spanish exclusively in class.

AP Fine Art Classes

AP ART

Grades 11, 12 *1 credit*

Course Prerequisite: Advanced Art

This course follows the program of study defined by the Advanced Placement College Program of the Educational Testing Service. As the composition of this curriculum changes from year to year, students are advised to review the AP booklet before enrolling. Information can be found at the Advanced Placement College Board site:
https://apstudents.collegeboard.org/course-index-page

This class may be of assistance in college application planning.It also provides a level of comfort for students continuing with college-level Studio Art classes.

AP ART HISTORY

Grades 10, 11, 12 *1 credit*

This may be used for an Art or Social Studies (elective) credit

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global

perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

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Math

The mathematics department strives to provide rich mathematical learning experiences for all students and is dedicated to the proposition that all students can learn mathematics. Courses are designed both to lead students to a deeper understanding of mathematical concepts and to promote problem solving through the application of key math practices. We have two new course offerings, Data Science I and II and Computer Assisted Design (CAD). These courses use foundational math skills in 21st century applications of data analysis and engineering. The math department fosters knowledge and skills in the following Anchor Standards: Sense Making and Problem Solving, Reasoning, Arguing and Critiquing, Modeling, Using Tools Strategically, Attending to Precision, Making use of Structure, and Recognizing and using Patterns.

If a student would like to take 2 or more math courses in the same school year, with the exception of Computer Programming, it is strongly suggested that the student talk with their counselor, math teacher, and/or the Math Department Chair.

For more information on the mathematics department's standards click here.

Math Department Course Progressions 2023-24

The progressions base Year 1 on the year of school in which Algebra I is taken, not a student's grade level. This aligns with the College Board's AP math progressions table.

<table>
<tr><th>CCSSM Grade 7</th><th>CCSSM Grade 8</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5+</th></tr>
<tr><td rowspan="2">Integrated Math I</td><td>Integrated Math II</td><td rowspan="5">Algebra I</td><td rowspan="2">Geometry</td><td rowspan="2">Algebra II</td><td>AP Precalc/Precalc</td><td>AP Calculus AB
AP Statistics</td></tr>
<tr><td colspan="2">Grade 8 Algebra</td><td>AP Statistics</td><td>AP Precalc/Precalc</td></tr>
<tr><td colspan="2">MS Geometry
0.25 course required either 7th or 8th grade</td><td rowspan="3">Geometry
and
Algebra II</td><td>Data Science I/II
CAD
Personal Finance</td><td>Data Science I/II
CAD
Personal Finance</td></tr>
<tr><td colspan="2">Ramp Up I, II, and III
Note: Ramp Up 1-3 is not its own progression. The goal of each course is to support students in a small group setting for a year to help them return (as close as possible) to their grade level progression.</td><td>AP Precalc/Precalc</td><td>AP Calculus AB
AP Statistics</td><td>AP Calculus BC
AP Statistics</td></tr>
<tr><td colspan="2" rowspan="2">Math/Literacy Lab
This is a supported study hall for students who need extra support in Integrated Math I or II.</td><td>AP Statistics</td><td>AP Precalc/Precalc</td><td>AP Calculus AB</td></tr>
<tr><td>Data Science I/II
CAD
Personal Finance</td><td>AP Statistics
Data Science I/II
CAD
Personal Finance</td><td>AP Statistics
Data Science I/II
CAD
Personal Finance</td></tr>
</table>

ALGEBRA I

Grades 9, 10, 11, 12 *1 credit*

Course Prerequisite: Integrated Math II or Grade 8 Algebra

Algebra is the foundational course for all mathematics. This student led course will have students discussing expressions, equations, inequalities and how to use them to solve problems. Students will be developing modeling skills (creating tables of values, pictures, graphs and equations) to help them make sense of the world around them. The course is structured with small groups discovering mathematical concepts. Students who succeed in this course are ready for Geometry.

GEOMETRY

Grades 9, 10, 11, 12 *1 credit*

Course Prerequisite: Algebra I

This course is designed to increase students' problem solving ability. Students will identify patterns and structure, present findings in multiple ways, explain their thinking, critique and debate the findings of their peers, identify errors in reasoning, and reflect on the process of investigation to arrive at a general solution method. Topics include: Geometric structure and notation, the properties and congruence of geometric figures transformations, geometric constructions, coordinate geometry, geometry of circles, and an introduction to trigonometry. Students who succeed in this course are ready for Algebra II.

ALGEBRA II

Grades 9, 10, 11, 12 *1 credit*

Course Prerequisite: Geometry or concurrent enrollment in Geometry

Algebra II is designed to further the preparation of students for advanced mathematical study. Students will continue to strengthen their reasoning and problem solving abilities and extend their Algebra I skills through a series of inquiry-based units that cover linear exponential and quadratic functions. Strong emphasis will be based upon deepening our understanding of math by seeking out connections and using productive math discourse.

PRE-CALCULUS/AP PRECALCULUS

Grades 10, 11, 12 *1 credit*

Course Prerequisite: Algebra II

This course prepares the student for Calculus through applications and investigations. The course approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. A strong emphasis is placed on the process and interpretation of the problems. Students can expect to explore all types of functions, the relation between exponential and logarithmic functions, trigonometric functions, triangle trigonometry, advanced graphing, and complex numbers.Students opting for AP level work will use the AP Classroom online resource to complete work at the level required to pass the AP exam. Students must decide before the end of Quarter 1 if they will choose to work at the AP or non-AP level. A TI-84 is recommended. Students who succeed in this course are prepared for AP Calculus.

AP CALCULUS AB

Grades 11, 12 *1 credit*

Course Prerequisite: Pre-Calculus

In this course, students will study (at least) all topics from the College Board's Calculus AB course description. The course approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. The course includes a variety of approaches of varying degrees of formality: theory is balanced with concrete examples. Students can expect to learn topics ranging from limits through derivatives, simple differential equations, antiderivatives, and integrals. Polynomial, rational, and transcendental functions are also studied. A graphing calculator, preferably with the capabilities of a TI-84, is required for this course. The Advanced Placement exam, given in May, is a course focus

AP CALCULUS BC

Grades 11, 12 *1 credit*

Course Prerequisite: Successful completion of Calculus AB

This course will review all of the topics in the College Board syllabus for Calculus AB and extend the understanding of calculus to additional functions including parametric, polar, and vector functions. Additional techniques of antidifferentiation and improper integrals will be explored. Students will also study Series and Polynomial Approximations. A graphing calculator with the capabilities of a TI-84 is required for this course. The AP Exam, given in May, is a focus for this course.

AP STATISTICS*

Grades 11, 12 *1 credit*

Course Prerequisite: Successful in 3 years of high school mathematics; ideally Algebra, Geometry and Algebra II.

The Advanced Placement Statistics (AP Statistics) is a college level course intended to introduce high school students to the major concepts and tools for collecting, analyzing and drawing conclusions from data and to provide students with the content of a 1 year college statistics class. This course is designed to fulfill the requirements from the College Board Advanced Placement Course in Mathematics for AP Statistics and covers 4 main topics: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students taking this class will be strongly encouraged to take the AP exam in May. Based on their course completion and exam score, students may receive credit, advanced placement or both for one-semester of an introductory college statistics course. A graphing calculator is required for the class. (We recommend a Texas Instrument graphing calculator).

*This course counts towards the CRAFT credential.

CAD (COMPUTER-AIDED DESIGN)

Grades 10, 11, 12 *½ credit*

Course Prerequisite: Geometry

In this semester-long course, Computer Assisted Design (CAD), students will learn to understand and use representation systems to solve geometric problems in space and in three-dimensional figures drawn in the plane. Students will mainly work with Geogebra, Geoenzo, SketchUp, QCad, GIMP and Sweet home 3D integrating their knowledge of geometry within technological processes and in everyday life applications. Students will be creating their own designs based on different strategies and mathematical definitions. They will learn by developing their computer and drafting skills; describing, comparing, and questioning their representations as a tool of communication which are formalized as mathematical models.

DATA SCIENCE I*

Grades 10, 11, 12 *½ credit*

Course Prerequisite: Algebra I

This curriculum will introduce students to the main ideas in data science through tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, data ethics, modeling with data, algorithmic thinking and

basics of programming. This course provides a skill set useful in AP Statistics and AP Computer Science.

*This course counts towards the CRAFT credential.

DATA SCIENCE II*

Grades 10, 11, 12 *½ credit*

Course Prerequisite: Algebra I

A continuation of Data Science I, this course furthers the study of data with an understanding of probability, data collection and cleaning, predictive modeling and machine learning, making and evaluating data-based arguments, and the power of data in society. At the end of the course students will have a portfolio of their data science work to showcase their newly developed abilities. This course provides a skill set useful in AP Statistics and AP Computer Science.

*This course counts towards the CRAFT credential.

PERSONAL FINANCE

Grades 10, 11, 12 *½ credit*

Elective

This course will prepare students to be competent consumers in today's world. The instructional approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. Personal Finance includes topics that will be of practical use beyond the classroom such as budgeting, taxes, and banking. Students who succeed in this course will be prepared mathematically for life after high school.

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Computer Science

Courses in computer science are designed to foster knowledge and skills in the following Anchor Standards: Digital Citizenship, Recognizing & Defining Computational Problems, Developing & Using Abstractions, Creating Computational Artifacts, Testing & Refining, and Communicating.

COMPUTER PROGRAMMING: GAME DESIGN

Grades 9, 10, 11, 12 *½ credit (T)*

Course Prerequisite: Algebra I

This course teaches the programming skills needed to design and publish games online. Students learn fundamental computing skills while designing, coding, and debugging their own computer games. Students will work on basic math, geometry, physical outputs using our laser cutter or 3D-printer, and visual design. Game designer John Romero says that “programming is a creative art form based in logic”, and this class aims to help students experience this from many angles. Communication and collaboration are emphasized.

Students are encouraged to take this Game Design course in the same year as Computer Programming: Cybersecurity, which together will provide the background to ensure a smooth transition into AP and college-level computer science courses. Also available for ½ technology credit.

COMPUTER PROGRAMMING: CYBERSECURITY

Grades 9, 10, 11, 12 *½ credit (T)*

Course Prerequisite: Algebra I

This course teaches programming in the context of cybersecurity. Students solve progressively more challenging problems while learning the code that powers basic networking, ancient and modern encryption, and website security. In the classroom, experimentation and collaboration are emphasized. There are usually opportunities for students to participate in "capture the flag" security competitions.

Students are encouraged to take this Cybersecurity course in the same year as Computer Programming: Game Design, which together will provide the background to ensure a smooth transition into AP and college-level computer science courses. Also available for ½ technology credit.

AP COMPUTER SCIENCE A (not offered every year)

Grades 11, 12 *1 credit*

Course Prerequisite: Algebra I

This course covers the curriculum described in the College Board’s Advanced Placement Course Description for Computer Science, which is roughly equivalent to a 1st semester college course in computer science. The course approach combines projects, programming exercises, independent study, and group work. Students use the Java programming language to learn important programming structures, algorithms, and the principles of object-oriented programming. They experience multiple programming tools used by professionals and contribute to a real-world software project used by people outside the classroom. The Advanced Placement exam, given in May, is a course focus and requirement.

AP COMPUTER SCIENCE PRINCIPLES (not offered every year)

Grades 10, 11, 12 *1 credit*

Course Prerequisite: Algebra I

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns. In addition to deepening their skills as programmers, students think creatively and apply rigorous analysis techniques to current societal issues in computing. The Advanced Placement exam — which is composed of one in-class project and a traditional multiple-choice exam — is a course focus and requirement.

ARTIFICIAL INTELLIGENCE I

Grades 11, 12 *½ credit*

Course Prerequisite: One semester or another Computer Programming / Computer Science class

Self-driving cars, Google Translate, photo apps that recognize your face, voice assistants like Siri and Alexa, these are all systems built on the principles of Artificial Intelligence (AI). This one-semester course is an introduction to the algorithms used by programmers for teaching computers how to make decisions in uncertain environments. While the field of AI is rigorous and highly practical, it is also a field that is rich with puzzles and games. As such our readings, assignments, and structured projects will be focused on playful AI systems. Prior to taking this class, students must have already gained a strong foundation in programming. This class is largely self-paced and students must be comfortable troubleshooting independently while programming alone and in small groups which is why there is a programming prerequisite.

ARTIFICIAL INTELLIGENCE II

Grades 11, 12 *½ credit*

Course Prerequisite: Artificial Intelligence I

Students start this one-semester course by taking a deeper look at a few specific fields in the domain of Artificial Intelligence, including risks and benefits to society. The students then research, design, and implement their own AI system using data from a topic that interests them. Students in this class are expected to work largely independently, doing most of their programming outside of class, with class sessions generally being seminar-style discussions of AI issues and programming problems.

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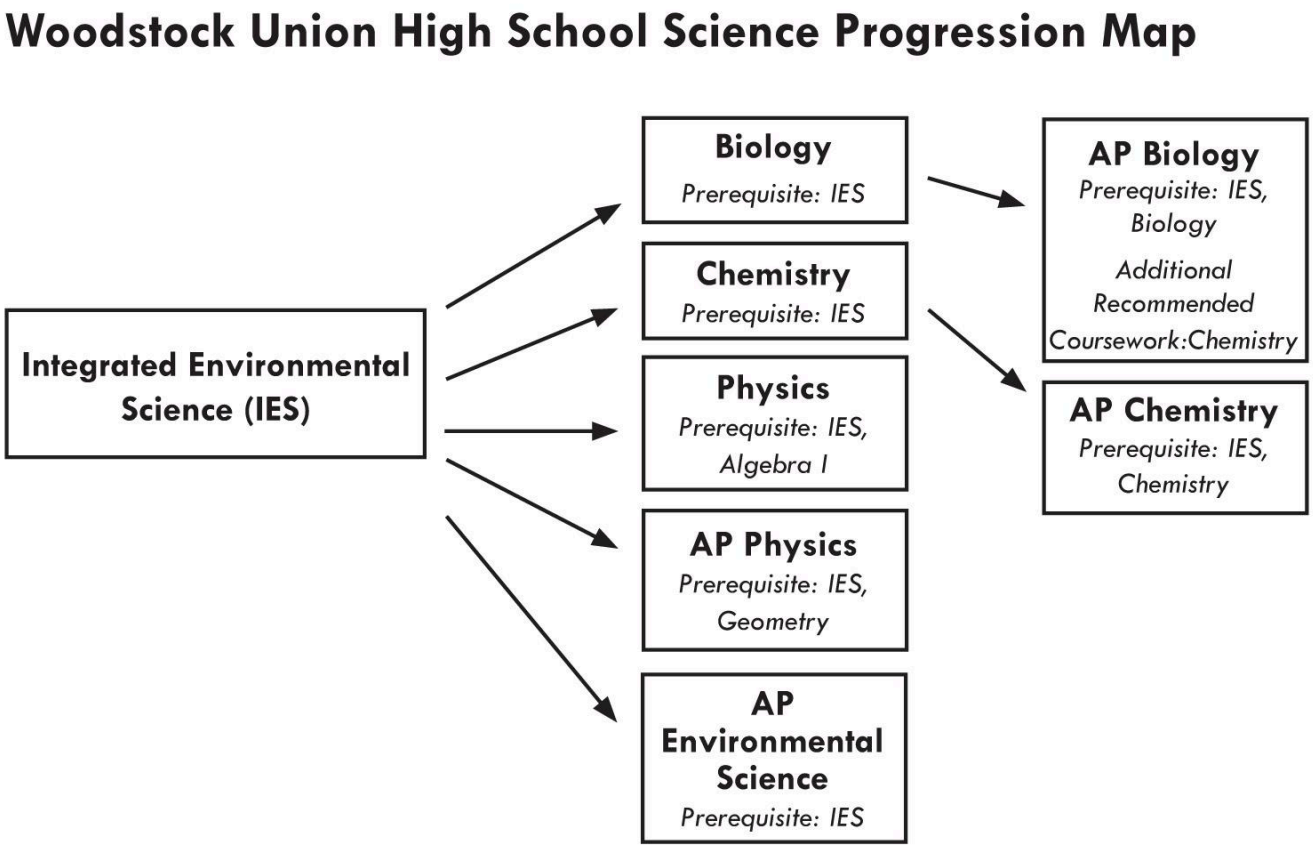
Science

The science department offers courses spanning a breadth of content areas to foster knowledge and skills in science and engineering practices. The three-year science requirement is designed to expose students to Engineering, Earth Science, Life Science, and Physical Science subjects. Anchor Standards build knowledge and skills in the following areas: Modeling, Investigating, Analyzing, Computational Thinking, Explaining, Arguing, Communicating, and Designing.



INTEGRATED ENVIRONMENTAL SCIENCE* (IES)

Grade 9 *1 credit*

Integrated Environmental Science (IES) offers all 9th grade students an introduction to the core subjects of biology, physics, chemistry and earth systems through the examination of major, relevant themes in science. The course approach combines questioning, experimentation, observation, data analysis, small and large group work, and projects. The goal of this course is to build in each student a foundation in the core subjects, while developing the laboratory, critical thinking, problem solving, technology and communication skills necessary to be an engaged citizen scientist in the 21st century.

*This course counts towards the CRAFT credential.

CHEMISTRY

Grades 10, 11, 12 *1 credit*

Course Prerequisite: IES, Algebra I*

Students will engage with the ideas of the Periodic Table and Atomic Theory, Chemical Bonds, Chemical Reactions, Stoichiometry (mathematical applications of Chemistry), begin their thinking about Acids & Bases and Thermochemistry, and employ their Algebra I skills on a regular basis. Students will be expected to participate in a wide variety of science practices including, but not limited to: computational thinking, modeling, and investigating. This course features significant lab work and is a prerequisite for the AP Chemistry course.

*May be taken concurrently with IES.

PHYSICS

Grades 10, 11, 12 *1 credit*

Course Prerequisite: IES, Algebra I*

Students will engage with a variety of ideas in Physics including, but not limited to: Sound and Waves, Properties of Light, Thermodynamics, and Collision Physics. Students will be expected to participate in a wide variety of science practices including, but not limited to: computational thinking, modeling, and investigating. This course features significant lab work.

*May be taken concurrently with IES.

BIOLOGY

Grades 10, 11, 12 *1 credit*

*Course Prerequisite: IES**

Students taking Biology will focus their learning on four major units: the physiology of organisms, matter and energy, inheritance and genetics, and evolution and natural selection. The course approach combines questioning, modeling, discussion, experimentation, observation, data analysis, and small and large group work. The goal of this course is to build in each student a foundation for biology, while developing the science and engineering practices necessary for argumentation and critical thinking in the real world. This is a prerequisite course for AP Biology.

*May be taken concurrently with IES.

AP BIOLOGY

Grades 11, 12 *1 credit*

Course Prerequisite: IES, Biology, Recommendation: Chemistry

In Advanced Placement Biology, students will cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, and inheritance. The structure of this class will combine laboratory work, case studies, readings, test practice and field trips to cover all topics included in the Biology AP Examination. Students will build critical thinking and observation skills, laboratory and presentation techniques.

AP CHEMISTRY

Grades 11, 12 *1 credit*

Course Prerequisites: IES, Chemistry, Algebra II

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This AP course addresses the areas of Periodic Table trends, Bonding and Energy, Stoichiometry, Chemical Equilibrium, Rates and Energetics of reactions, and more.

With this curriculum framework as its foundation, students who take the AP Chemistry course will also develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

AP PHYSICS 1

Grades 10, 11, 12 *1 credit*

Course Prerequisites: IES, Geometry

The AP Physics 1 course is designed to be the equivalent of the introductory Physics course usually taken during the first college year (often referred to as “Mechanics”). This AP course addresses the areas of Energy and Motion, Gravity and Gravitational Energy, Circular and Rotational Motion, and Mechanical Waves & Sound.

With this curriculum framework as its foundation, students who take the AP Physics 1 course will also develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

AP ENVIRONMENTAL SCIENCE*

Grades 10, 11, 12 *1 credit*

Course Prerequisites: IES

Elective

In Advanced Placement Environmental Science, students will observe and critically analyze environmental problems in order to understand the relationships between natural systems on Earth. The structure of this class will combine laboratory work, case studies, readings, test practice and field trips to cover all topics included in the Environmental Science AP Examination. Students will build critical thinking and observation skills, laboratory and presentation techniques and studying/test taking skills.

*This course counts towards the CRAFT credential.

SKILL-BUILDING FOR INNOVATION*

Grades 9, 10, 11, 12 *½ credit*

Elective

In this introductory design course, students will develop both “hard skills” (2- and 3-D drawing programs, coding with Arduinos, machine work, tools work, etc.) and “soft skills” (ideation, empathy, collaboration, etc.) with an emphasis on short, challenging, and common projects (that is, all students or student teams working on similar projects at any given moment). A main goal of this course is to develop students who can identify “needs” of others and develop solutions to meet those needs via an

appropriate technology choice. Successful completion of this course is necessary for students to enroll in the Innovation Studio course.

*This course counts towards the CRAFT credential.

ASTRONOMY

Grades 9, 10, 11, 12 *½ credit*

Elective

In this course, students will focus on the study of the natural world including topics such as the cycles of the sky, the solar system, the role of gravity, and astronomical history. Students will work in cooperative groups, perform lab experiments with simulation software, and complete a variety of classroom assignments. Students can expect to develop their observational abilities, reading and writing skills, and mathematical abilities. It is expected that students will complete science projects and study scientific principles through this particular discipline.

INNOVATION STUDIO*

Grades 9, 10, 11, 12 *½ credit*

Course Prerequisites: Skill-building for Innovation or permission from instructor.

Elective

In this course, students will be largely self-directed as they identify essential projects - those with a clearly identified individual or community needs - and develop and create workable solutions. Though largely self-directed, students will be overseen by an instructor and will have regular meetings to share and discuss goals and progress, identify essential next steps, and communicate their work to the outside world. Providing and receiving critique from classmates and instructors will be an important part of this course.

*This course counts towards the CRAFT credential.

FOUNDATIONS OF AGRICULTURE*

Grades 9, 10, 11,12 *½ credit*

Foundational Course CRAFT Credential

Elective Only

This course will provide hands-on learning opportunities around growing, caring for, and using plants for food, medicine, ecological benefits, and nutrition. Students will become deeply involved with the care, maintenance, and growth of our greenhouse systems and garden plant production. They will work in a hands-on capacity both indoors and out to gain knowledge about how to cultivate, market, and sell plants. We will cook and eat what we grow on campus. Topics like plant and soil science, sustainable agriculture, and composting will be investigated. We will learn about and explore career pathways in connection with local businesses. Students will take home their plant projects, including houseplants, culinary and medicinal herbs, flowers, and vegetables for the garden as well as design their own biologically diverse garden for the future.

*This course counts towards the CRAFT credential.

INTRODUCTION TO MARINE BIOLOGY

Grades 9, 10, 11, 12 *½ credit*

The study of Marine Biology and Oceanography utilizes many different science disciplines to explore a variety of marine ecosystems, including coral reefs, rocky intertidal zones, salt marshes, mangroves, as well as open ocean and deep ocean communities. The first part of the course will focus on an overview of the oceans, the topography of the ocean floor, ocean chemistry, and currents. The second major organisms occupy specific habitats throughout diverse marine environments. The third and final major topic covered will be human interactions and environmentally relevant issues such as climate change, aquaculture, and the use of our natural resources.

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Social Studies

Social Studies offerings are designed to provide a breadth of content that provides the opportunity for meaningful inquiry and analysis. The courses are aligned to the College, Career and Civic Life (C3) Framework for Social Studies State Standards and Common Core State Standards and make abundant use of primary and secondary source material. Knowledge and skills are built in Social Studies courses through the following Anchor Standards: Sourcing, Taking Action, Arguing & Explaining, and Speaking & Listening.

MODERN WORLD HISTORY

Grade 9 *1 credit*

Modern World History is a one-year, one-credit course that focuses on the historical and cultural development of the modern world. The beginning of the year will focus on the political, cultural, and economic transformations that occurred as a result of global exploration. Following global exploration, students will examine the various political and economic revolutions that reshaped various societies and the world as a whole. Similarly, students will have the opportunity to delve into the major political, social, and economic factors that gave rise to the global conflicts of the first half of the 20th century. Finally, students will explore emerging social, political and economic trends surrounding globalization, and connect these back to earlier units of study. By the end of the course students will demonstrate a greater understanding of the modern world and its historical legacy.

UNITED STATES HISTORY

Grade 10 *1 credit*

Course Prerequisite: Modern World

This course follows a thematic and chronological approach in order for students to learn about the cultural, social, political, and economic history of the United States. Within the unit of study students will explore the specific events that defined the eras in United States history while simultaneously recognizing how many issues confronting Americans transcend time. The instructional approach will be through group work and discussion, lecture, and research as students move into the realm of complex synthesis, analysis and evaluation of the cultural, political and economic history of the United States. Students will employ skills such as the investigation and analysis of documents, essay writing, debating, in-class discussion, and peer collaboration.

AP UNITED STATES HISTORY

Course Prerequisite: Modern World

Grades 10, 11, 12 *1 credit*

This is a rigorous, college-level survey course in preparation for the AP exam and requires a great deal of student commitment. Students should come to this course with strong writing, reading comprehension, and analytical skills. This course requires students to be fully prepared to participate in discussions, activities and document analysis. In preparation for the AP exam students will learn to compose lengthy essays in a limited time while using their historical understanding to meet the demands of multiple types of questions. In class, students will also have the opportunity to participate in simulations and explore areas of their own interests through book reviews and micro-research projects.

U.S. GOVERNMENT AND POLITICS

Grades 11, 12 *1 credit*

Course Prerequisite: US History

Through the introduction of content and the practice of skills, this year-long course examines the foundations of American government; the structure and principles of the Constitution; checks and balances among the three branches; the bureaucracy; the rights and freedoms provided to citizens; the role of the citizen, interest groups, political parties, and the mass media in shaping government policy; and the development of domestic and foreign policies. This course is taught with the understanding that the American democratic system of government requires an informed citizenry that actively engages in the political process. Special attention is given to viewing issues through different perspectives.

AP U.S. GOVERNMENT AND POLITICS

Grades 11, 12 *1 credit*

Course Prerequisite: US History or AP US History

This year-long course prepares students for the AP exam in May, and requires students to complete homework nightly and over school breaks. Through the introduction of content and the practice of skills, the class examines the foundations of American government; the structure and principles of the Constitution; checks and balances among the three branches; the bureaucracy; the rights and freedoms provided to citizens; the role of the citizen, interest groups, political parties, and the mass media in shaping government policy; and the development of domestic and foreign policies. This course is taught with the understanding that the American democratic system of government requires an informed citizenry that actively engages in the political process. Special attention is given to viewing issues through different perspectives.

AP ART HISTORY

Grades 10, 11, 12 *1 credit*

This may be used for an Art or Social Studies (elective) credit

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

ECONOMICS AND THE ENVIRONMENT*

Grades 10, 11, 12 *½ credit*

Course Prerequisite: Modern World

Social Studies and CRAFT .5 credit course

Elective

"Understanding Environmental Issues Through An Economic Lens"

Economics is really all about decision making. When looking at environmental issues we have hard choices to make. This course will allow students to examine ways in which economic decision making can have an impact on the environment. Through a variety of simulations, inquiries and real world learning, students will explore environmental issues through an economic lens.

*This course counts towards the CRAFT credential.

INTRO TO PSYCHOLOGY

Grades 10, 11, 12 *½ credit*
Course Prerequisite: Modern World
Elective

This semester-long course is designed for students who would like a better understanding of the many factors that motivate human behavior. We focus on current research with a positive emphasis on mental health and brain physiology. Where is the line between normal and abnormal? Is there really such a thing as free will? Specific topics include personality, gender, ethics, altered states of consciousness, abnormal behavior, social dynamics. Student interests guide individual choice projects and class discussions.

PHILOSOPHY

Grade 12 *½ credit*
Course Prerequisite: AP U.S. Government & Politics or U.S. Government & Politics
Elective

Philosophy nurtures complex thinking by asking students to investigate multiple questions, such as: Would you be at ease in a plane flown by expert robots, instead of humans? Should we distribute wealth equally, or are individuals exclusively entitled to their hard-earned riches? What does it mean to be good? Students in the course consider these questions as they study groundbreaking philosophers and share their own theories in class discussions, debates, and writings. Many of the videos and readings in the course are inspired by the class "Justice," taught by Harvard University political philosopher Michael Sandel.

RACE IN AMERICA (not offered every year)

Grades 11, 12 *½ credit*

Actor Morgan Freeman once said, "I don't want a black history month. Black history is American history." This course will examine the role that ideas about race played in shaping the culture, government, and economy of the United States -- and the extent to which discriminatory policies of the past continue to impact the lives of Americans. We'll consider the question: To what extent does race still matter in America? And how does Vermont fit into the equation? Finally, we'll look at how we might most effectively promote the cause of racial justice today. This course will delve into controversial and sensitive topics. Students will need to be willing to share their opinions and to remain open to others' perspectives.

CURRENT EVENTS

Grades 10, 11, 12 *½ credit*
Course Prerequisite: Modern World

This course will explore current events from a global perspective. Possible topics of study include politics, government, war, poverty, genocide, racism, the environment, minorities, and human rights. Central questions to contemplate would be: What are the world's most pressing issues? What are possible solutions? What is the role of the US nationally and internationally in the 21st century? And, what is the role of the individual on the local, state, national and global levels? Throughout the semester, students will be involved in a variety of activities including research papers, oral presentations, writing and reading assignments.

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English

The study of English is more than reading books and learning to write; it is focused on using reading, writing, speaking and listening, and language to think critically, make informed decisions, and express the ideas of the self and others. In English classes, students explore a variety of genres, including the literature of America and around the world. They also engage with a variety of voices, from both the canon and the contemporary world. English students gain knowledge and skills through the following Anchor Standards: Reading, Writing, Speaking & Listening, and Language.

Note: For students wishing to take AP level English courses as upperclassmen, the recommended order is AP English Language & Composition in junior year, and AP English Literature and Composition in senior year. Both AP courses are open to both juniors and seniors, and neither is a prerequisite for the other.

ENGLISH I

Grade 9 *1 credit*

Reading/Writing Level: All abilities

In this course, students will explore how literary and informational texts help us understand our identities and the perspectives of others. They will examine the role of reading in their lives, and will strive to become "forever readers" through regular reflection on reading habits, strengths, and interests. They will investigate perplexing questions, such as, can there ever be a perfect society? How do stories help people make sense of the world? How can art serve as a vehicle for social change? And how can literature help me understand the points of view of others? They will share their voices and perspectives through a variety of writing and speaking opportunities, including reflective and informative essays, creative writing assignments, argumentative writing assignments, Socratic discussions, and informative presentations. Students will work towards proficiency on the 9/10 Common Core English Language Arts Standards in reading, writing, language, and speaking and listening.

ENGLISH II

Grade 10 *1 credit*

Course Prerequisite: English I

Reading/Writing Level: All abilities

In English 10, students will study selected works of American authors in order to investigate, interpret, and question the concepts of the American Dream and our American identity. By studying a variety of genres, students will sharpen their critical reading skills as they continue to develop their voice, style, and purpose as writers. Students will continue to develop annotation strategies, as well as discussion techniques. Journaling, analytical essay writing, vocabulary development, reinforcement of Standard English conventions, along with attention to diction and syntax are all skills and practices tenth grade students will engage over their course of study in English II.

Students will be expected to reach proficiency or beyond on the 9/10 Common Core English Language Arts Standards in reading, writing, language, and speaking and listening.

ENGLISH III

Grade 11 *1 credit*
Course Prerequisite: English I and II
Reading/Writing Level: All abilities

In English III, students read a variety of texts, including memoirs, novellas, novels, graphic novels, short stories, informational texts, and literary classics. Students use these texts as a way to explore a range of topics and themes of real-world importance and relevance, and they explore those texts through discussions and both formal and informal writing. Students practice reading, writing, and critical thinking skills, and they engage in meaningful conversations as we learn about and practice civil discourse. They learn about the art of persuasion and how to use rhetorical devices to make compelling arguments. Vocabulary, research, and grammar will continue as integrated focus points in the curriculum throughout the year. Students will be expected to reach proficiency on the 11/12 Common Core English Language Arts Standards in: reading, writing, language, and speaking and listening.

ENGLISH IV

Grade 12 *1 credit over two semesters*
Course Prerequisite: Completion of English I, II, III;
Reading/Writing Level: Advanced

English IV, Disruption and Social Change, is devoted to a study of Iconoclasts and the individual vs. the collective on a global scale. We will read both fiction and nonfiction selections while examining the values and perceptions that define us as a society, as well as how our literature reflects and shapes an evolving sense of self. Students will build on their writing skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays, including a personal "playlist" to our future selves and finishing with a reflective narrative, or college essay. Throughout the course, students also continue to develop so-called "soft skills" that are essential for their post-secondary career and educational pursuits by actively participating in class discussions and working collaboratively with peers on projects. In addition, during the first semester, students will have assistance writing and polishing their resumes and college application essays.

NOTE: This course is divided into two separate semesters; students receive a final grade at the end of each semester. While most students take both semesters, some students will elect to be enrolled only in one semester and to fulfill their English course requirement with a VHS or Dual Enrollment course.

AP ENGLISH LANGUAGE & COMPOSITION

Grade 11/Grade 12 *1 credit*
Course Prerequisite: Completion of English I, II
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

AP English Language and Composition is an introductory college-level composition course that focuses on rhetorical analysis and argumentation. Students will be most successful in this class if they've completed … Students engage in meaningful discussions and address questions of real-world importance as they practice and apply college-ready reading and writing skills. They read rigorous texts from various eras and in different genres, analyzing the big ideas of rhetorical situations,

claims/evidence, reasoning/organization, and style.They research topics of particular interest to them, practice evidence-based analytic and argumentative writing, and learn how authors make choices to communicate with their audience. In addition to preparing students for college, this course will help them enter into conversations that should empower them to participate in your community as responsible citizens. In addition, students are provided with AP test materials so that they can prepare for the AP exam.

Students are expected to complete the summer reading assignment by mid-August and to take the AP English Language and Composition Exam in May.

AP ENGLISH LITERATURE & COMPOSITION

Grade 11/Grade 12 *1 credit*
Course Prerequisite: Completion of English I, II
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

AP English Literature and Composition is an introductory college level literature course where students gain practice, experience and expertise in close reading and analysis of literature (short stories, novels, poetry, drama). While students do spend some time working on personal narratives (college essays) in the early fall, literary analysis, both oral and in writing,is their focus for much of the course, which emphasizes literature-to-life connections. Students are expected to complete the summer reading assignment by early August and to take the national AP Literature and Composition Exam in May.

JOURNALISM

Grades 9, 10, 11, 12 *½ credit**

This semester-long course provides the opportunity for students to learn the fundamentals of journalism through planning, writing, editing, and photography. We will also explore the First Amendment and the media's role in relation to this freedom. A primary emphasis will be placed on journalistic writing in a variety of different styles including: news stories, features, reviews, and editorials. Grammar, usage, and mechanics' skills will be taught and reinforced in the editing process.
*Note: This course is worth ½ an elective credit for 9th-11th graders. Seniors have the possibility of earning ½ English credit for this course, with prior approval from a school counselor.

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Modern and Classical Languages

The Modern and Classical Languages Department offers four languages to WUHS students: French, Spanish, Latin and Ancient Greek. All four are taught in accordance with the national standards developed by the American Council on the Teaching of Foreign Languages. The primary objective of language learning is for WUHS students to communicate effectively and to comprehend the products, practices and perspectives of native speakers. Language teachers encourage language learning as a lifelong endeavor, bringing a global competence to students' future careers and experiences. Anchor Standards assessed in language classes are: Interpersonal Communication, Interpretive Communication, Presentational Communication, Intercultural Communication, and Comparisons.

Seal of Biliteracy

Language students have the opportunity to earn the Seal of Biliteracy. This award is given to students who have achieved a high level of proficiency in one or more non-native languages. Qualified students take a national assessment to determine their eligibility for the Seal. Successfully earning the Seal recognizes and honors the skills students have attained, and serves as evidence of skills that are attractive to both college admissions and future employers. The state of Vermont has endorsed this award and seniors who will be eligible will receive it at graduation. The language teachers will explain the processes required to achieve this honor to all students.

FRENCH I

Grades 9, 10, 11, 12 *1 credit*

French I is an introduction to French language and culture. This course will give students the ability to discuss themselves, family, friends, school, and daily life. The course is conducted primarily in French and students are expected to speak and write French creatively in this novice language course to practice what we are learning. The study of French culture is an integral part of each lesson. The curriculum is highly interactive and tied to student interest. Thematic content is drawn from current events and authentic resources. Students will engage in fun and stimulating games, dialogues, skits, projects, videos, and music selections from authentic resources.

FRENCH II

Grades 9, 10, 11, 12 *1 credit*

Students continue to develop their ability to speak, understand, read and write French. The class is conducted primarily in French, oral work is emphasized, and self-initiated conversation is encouraged. Students continue learning vocabulary and will be able to converse and write using present, past, and future tenses. The study of French culture is an integral part of each lesson. The curriculum is highly interactive and tied to student interest. Thematic content is drawn from current events and authentic resources. Students will engage in fun and stimulating games, dialogues, skits, projects, videos, and music selections from authentic resources.

FRENCH III

Grades 9, 10, 11, 12 *1 credit*

Students continue to develop their ability to speak, understand, read and write French. The course is taught primarily in French. Each unit of study includes grammar, verb, and vocabulary acquisition which are applied in assignments. Students are introduced to literature. Cultural studies include art, music, history, and the French speaking areas of the world. The curriculum is highly interactive and tied to student interest. Thematic content is drawn from current events and authentic resources. Students will engage in interesting dialogues, skits, projects, videos, and music selections from authentic resources.

FRENCH IV

Grades 10, 11, 12 *1 credit*

This course is conducted in French and students will make use of both literary and cultural texts as well as the Internet to strengthen their French speaking and writing abilities, and to deepen their understanding of French culture and civilization. Students will review previously studied grammar and will be required to write on contemporary issues. Students will also learn about French history, with a concentration on events leading to the French Revolution up to the 2nd Empire of Napoleon III. Successful students of French IV can look forward to continuing their studies in either AP French or Advanced Studies in French. Text: *Trésors du temps*.

AP FRENCH

Grades 11, 12 *1 credit*

This course is designed as the second part of French IV as a preparatory year for the AP test, administered at the school. Students will continue to study contemporary French culture as well as Francophone Literature. Additionally, students are expected to use authentic audios and videos to perfect their speaking and listening skills. Students will read from the Francophone press, via the Internet, and will be expected to work on grammar and vocabulary exercises in preparation for the exams. They will also be required to work independently on two projects concerning French and Francophone cultures, and to present these studies to the class. They will take the Advanced Placement exam in May. E-texts: *AP French*, Richard Ladd; *Allons au-dela* and Texts: *Une Fois Pour Toutes; Breaking the Barrier*

ADVANCED TOPICS IN FRENCH

Grades 11, 12 or by permission of the instructor *¼ credit per quarter*
Course Prerequisites: Three or four years of language study
Proficiency based course with a focus on communication

This advanced level course is for French students who wish to continue working on their communication skills as well as intercultural knowledge of the Francophone world. Each quarter will focus on a different theme, which may include topics such as: The Marsh-Billings-Rockefeller National Historical Park unit on interpretation; Le Terroir, the agricultural practices of the French; A marketing unit; A study of 3 Francophone humanitarian organizations: Médecins sans Frontières, Rapporters sans Frontières and Les Éducateurs sans Frontières. Students can expect to expand their speaking skills, along with gaining knowledge of how to express themselves in French for authentic audiences.

LATIN I

Grades 9, 10, 11, 12 *1 credit*

Throughout the year students will study Roman daily life (homes, gladiators, baths, mythology) in the city of Pompeii through readings, supplementary materials, projects, and games. This course introduces students to the ancient Romans through their language, which is the basis of the modern Romance languages. It emphasizes the close relationship of Latin to the understanding of English grammar and vocabulary. The primary text students will use is the first book of the Cambridge Latin Course. Reading comprehension, translation skills, making connections to other languages, learning Latin sayings from ancient authors, and learning about the products and perspectives of the ancient Romans are all key aspects of this course. Students will also begin to build conversational Latin skills so they can ask and answer basic questions about themselves and the texts they read, and so that they can retell familiar stories.

LATIN II

Grades 10, 11, 12 *1 credit*

Students will pick up where they left off from their study of ancient Pompeii and the Romans who lived there. They will begin the year learning about Roman practices related to education, religion, and politics, and will dig into more detailed information about the eruption of Mt. Vesuvius. Students will learn more details about what the remains in Pompeii and surrounding archaeological sites can tell us about the ancient world. Later in the year they will learn more about the Romans in Britain and ancient Egypt through increasingly complex readings, supplementary materials, and projects. Throughout the course students will be building their vocabulary and reading comprehension skills and will continue to learn Latin sayings from ancient authors. Connections with English and other languages will continue to be stressed through comparisons of vocabulary and grammar. Students will continue to develop their skills in conversational Latin so they can ask and answer questions about themselves and the progressively more complex texts they read, and so they can retell stories in different tenses. The primary texts will be the first and second books of the Cambridge Latin Course.

LATIN III

Grades 11, 12 *1 credit*

Students will continue their study of Roman life and the Roman military in Britain, and will then learn more about the ancient cities of Aquae Sulis and Rome through increasingly more complex readings, supplementary materials, and projects. Students will also begin to read short passages from authentic Latin authors, and may finish their study of the main elements of Latin grammar. Depending on student interest, additional Latin novellas that tell various stories from Roman history and mythology may be read and discussed as a class or individually. Connections with English and other languages continue to be stressed through comparisons of vocabulary and grammar. Reading comprehension and translating as well as written composition and conversation are emphasized.

LATIN IV

Grades 11, 12 *1 credit*

Latin IV students will use their knowledge to develop an appreciation for various Classical authors through readings in Latin and supplementary materials in translation. Students will also continue their study of Roman history, especially focusing on the end of the Roman Republic and beginning of the empire. By the end of the year, students will have experience reading and analyzing extended passages of authentic Latin poetry and prose and will be familiar with Roman political and literary culture of the early imperial period and beyond. Reading comprehension and translating as well as written composition and conversation are emphasized.

INTRODUCTION TO ANCIENT GREEK

Grades 9, 10, 11, 12 *½ credit*

In this semester-long course students will be introduced to the ancient Greek alphabet, basic Greek vocabulary and grammar, and Greek history and mythology. Students will learn about the syntax of a complex inflected language, and will be able to read, hear, write, speak, and understand simple sentences and short stories in Greek. Students will also make connections to English vocabulary, and will better understand the development of languages as a whole. Through readings and presentations in English students will also learn much about the history and mythology of the ancient Greeks. Students will also begin to make inferences about what constituted ancient Greek culture, will learn how that culture changed over time, and will explore how that culture still influences the modern world.

SPANISH I

Grades 9, 10, 11, 12 *1 credit*

This course is a beginning language course that emphasizes speaking, reading, writing and listening comprehension skills for real-world communication.. The course is conducted primarily in Spanish and students are expected to use Spanish in class to practice what we are learning. The curriculum is highly interactive and tied to student interest and thematic content drawn from current events, authentic resources and the *Descrubre 1* textbook. Games, skits, presentations and music are incorporated in language learning and assessment.

SPANISH II

Grades 9, 10, 11, 12 *1 credit*

This course continues to develop the four language skills of speaking, understanding, reading and writing in Spanish. The course is conducted primarily in Spanish and students are expected to use the language in class to the best of their ability. Students continue to acquire practical vocabulary through content specific units and will be able to use and understand different verb tenses including the present, several forms of the past tense and commands. The curriculum used at this level is from Somos II that is formatted using comprehension-based methods of language instruction. This curriculum, from The Comprehensible Classroom, teaches language and culture simultaneously, allowing Spanish language learners the opportunity to develop cultural understanding at a depth rarely achieved in beginning language courses. Students will expand their reading comprehension using short stories and articles and their speaking skills through spontaneous conversations. Classroom projects; group and individual, are done in each unit and include games, dialogues, videos, and music.

SPANISH III*

Grades 9, 10, 11, 12 *1 credit*

This course builds on speaking, reading, writing and listening comprehension skills for real-world communication learned in beginning Spanish courses. The course is conducted primarily in Spanish and students are expected to communicate with each other and the instructor in Spanish. Language and culture are taught in context with one another. Student interest guides themes that we'll explore in depth. Authentic resources, literature and current events provide the basis for our curriculum. Literary texts, cartoons, games, skits, presentations and music are incorporated in language learning and assessment.

*This course counts towards the CRAFT credential.

SPANISH IV

Grades 10, 11, 12 *1 credit*

In this course students will expand their command and knowledge of Spanish and of Hispanic cultures. They will be able to use and understand the subjunctive mood. They will also write several essay papers and read and analyze short literature pieces. Authentic cultural products such as art work, political and satirical cartoons, contemporary music, news programs, websites and advertisements will prompt students to use the language in a variety of advanced ways. The class is conducted in Spanish and students are expected to use Spanish almost exclusively in class.

AP SPANISH LANGUAGE & CULTURE

Grades 11, 12 *1 credit*

This course is designed to prepare the advanced Spanish language student for the Advanced Placement exam in Spanish Language and Culture as well as provide an opportunity to practice the language skills of reading, writing, speaking and listening. A curriculum of six themes, Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics, integrates language, content and cultures into an interrelated series of lessons and activities that promote the use of language in a variety of contexts. In addition, students will demonstrate an understanding of the products, practices and perspectives of Spanish-speaking countries and their cultures. The class is taught in Spanish and students are expected to speak Spanish exclusively in class.

ADVANCED TOPICS IN SPANISH

Grades 11, 12 or by permission of the instructor *1 credit*

This rigorous advanced level course is for students who wish to continue their exploration of the Spanish language. The class is organized in a seminar structure with an aim to incorporate student interests and place-based learning. Students research, prepare and lead short seminar discussions on cultural, political and social dimensions of the Spanish-speaking World. Advanced grammar structures are explored in depth. The class is conducted entirely in Spanish and students communicate with one another and the instructor in Spanish at all times.

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Visual Arts

The Fine Arts Department is dedicated to excellence in music, theatre, and visual art. The program is designed to find the creative spirit in each individual. Students are encouraged to try a variety of fine arts while at school to enrich their understanding of the elements, principles, and expressive qualities of the arts. Knowledge and skills are built in the Anchor Standards of Creating, Connecting, Responding, and Presenting.

Suggested Art Pathways

Before taking Advanced Art, students must take 2-4 level I art courses (teacher approval for only 2)
Advanced Art is a prerequisite for AP Art (Students must be recommended by an art teacher to register for AP Art)
AP Art History is open to all students 10-12

Pathways	Freshman		Sophomore		Junior	Senior
2D Art	Drawing or Painting	Drawing or Painting	Choice Level I Advanced Art	Choice Level I Advanced Art	Advanced Art or AP Art	Advanced Art or AP Art
3D Art	Pottery or Pottery II	Pottery or Pottery II	Choice Level I Advanced Art	Choice Level I Advanced Art	Advanced Art AP Art	Advanced Art AP Art
Digital Art	Graphic Design, Digital Illustration, or Digital Photo	Graphic Design, Digital Illustration, or Digital Photo	Choice Level I (Recommended: Drawing or Digital Arts course) or Adv. Digital Photo & Design	Choice Level I (Recommended: Drawing or Digital Arts course) or Adv. Digital Photo & Design	Adv. Digital Photo & Design or AP Art	Adv. Digital Photo & Design or AP Art
Art Exploration	Choice Level I	Choice Level I	Choice Level I	Choice Level I	Choice Level I or Advanced Art	Choice Level I or Advanced Art

Level I	Level II	Level III
Drawing	Advanced Art	AP Art
Painting	Adv. Digital Photo & Design	
Digital Photo *	Pottery II	
Digital Illustration *	AP Art History	
Graphic Design *		
Eco Art		
Pottery		

* Offered Alternate Years

Level I:

DIGITAL ILLUSTRATION

Grades 9, 10, 11, 12 *½ credit (T) (offered 23-24)*

Not recommended for students enrolling in ski schools

This course is designed to give students an understanding of and practical application of Adobe Creative Cloud, with a specific focus on Adobe Illustrator. Students will learn the process of creating documents that look like a professionally designed and printed product, which includes learning how to insert photos, graphics, text and create line drawings for print. Students will produce and will be assessed on many projects that include creating an original layout for magazines, flyers, and logos as well as designing and crafting effective promotional pieces, publications, and digital art. In addition, students gain foundational knowledge of the processes behind commercial printing operations and scanning techniques. The curriculum enables students to develop their creative abilities for making art (studio), interpreting and evaluating visual images (art criticism), and raising questions about the nature of art (aesthetics). Digital Illustration is a course that will cover a wide variety of processes, techniques, and information. Digital Illustration class will provide your student the opportunity to express his or her creativity as well as participate in divergent thinking and creative problem-solving.

This course is also available for ½ technology credit.

DIGITAL PHOTOGRAPHY (not offered every year) *(Not offered 23-24)*

Grades 9, 10, 11, 12 *½ credit (T)*

Not recommended for students enrolling in ski schools

Digital Photography is an introduction to the digital camera as an art-making tool designed for students at the beginning level. The course will use digital photography to help students learn and apply the basic elements of art and the principles of design. This course will also provide students with opportunities to extend their knowledge and skills in the field of photography and the use of Adobe Photoshop and Lightroom. Digital Photography will familiarize the student with digital photographic equipment, materials, methods, and processes. Visual problem solving skills are explored through the use of the computer as the main tool for creative expression and communication. Cellphone photography and editing with a variety of phone applications will be infused in the curriculum. Students create their own blog sites as a place to exhibit their projects and portfolio work.

This course is also available for ½ technology credit.

DRAWING

Grades 9, 10, 11, 12 *½ credit*

This course focuses on two-dimensional work in a variety of media, including ink, pastel, paint, charcoal and pencil. Basic principles of design, perspective, shading, color and composition will be covered. Students will draw from life (figure, still life, and landscape), and from the imagination. Out-of-class sketchbook assignments and home projects may be regularly assigned. A culminating exam project may be required.

ECO ART*

Grades 9, 10, 11, 12 *½ credit*

This studio art course introduces students to the knowledge, skills and critical thinking of an Eco Art practice. Eco Art is an interdisciplinary field that challenges us to investigate, question and expand upon the relationship between people and nature. Eco artists often engage their community, and use art & design to bring positive change. We will use the outdoors as a studio space, a place for observation, inspiration and a source for materials. Students will delve into place-based learning as they explore sustainability, natural materials, and local ecology. A broad range of media and techniques will be covered as students create meaningful art; possibilities include sculpture, drawing, painting, printmaking and collage. Eco Artists often collaborate to design impactful art, we will look for opportunities to collaborate with each other, local artists, other classes and within the broader community.

*This course counts towards the CRAFT credential.

GRAPHIC DESIGN (not offered every year) *(offered 23-24)*

Grades 9, 10, 11, 12 *½ credit (T)*

Not recommended for students enrolling in ski schools

This course is designed to give students an understanding of and practical application of Adobe Creative Cloud, with a specific focus on Adobe Photoshop. Students will learn the process of creating documents that look like a professionally designed and printed product, which includes learning how to insert photos, graphics, text and create line drawings for print. Students will produce and will be assessed on many projects that include pop art self-portraits, animation, photo manipulation, and art history. The curriculum enables students to develop their creative abilities for making art (studio),

interpreting and evaluating visual images (art criticism), and raising questions about the nature of art (aesthetics). Graphic Design is a course that will cover a wide variety of processes, techniques, and information. The Graphic Design class will provide your student the opportunity to express his or her creativity as well as participate in divergent thinking and creative problem-solving.

This course is also available for ½ technology credit.

PAINTING

Grades 9, 10, 11,12 *½ credit*

In this class students will learn about the color palette, mixing, and basic brush techniques using a variety of painting media (watercolor, acrylic, tempera etc.). Students will be learning through self-directed experimentation, open-ended challenges and class participation. The class will learn the basics of how to integrate mark making, line, shape, form, space, and color relationships/theory into paintings. Out-of-class sketchbook assignments and home projects may be regularly assigned. A culminating exam project may be required.

POTTERY

Grades 9, 10, 11, 12 *½ credit*

Pottery fosters an awareness of form and space through working with clay. Basic handbuilding clay techniques will be taught, as well as glazing and surface techniques. Students will have the opportunity to explore basic forms on the pottery wheel. Expect to create functional as well as whimsical pieces as you are challenged to think through the expressive potential of clay. This class requires the ability to work independently, imaginatively and a willingness to take creative risks. Basic practices in the maintenance of a safe and functional workplace will be emphasized.

Level II:

POTTERY II

Grades 9, 10, 11, 12 *½ credit*

Pottery II is a continuation of Pottery. Students will continue to develop clay handbuilding, glazing and surface techniques. Students will also have the opportunity to expand their skills on the pottery wheel. The students will make functional as well as whimsical pieces as they think through the potential of clay, learn to trust intuition and tell meaningful stories sculpturally. Students will be asked to work independently, imaginatively and to take creative risks. There will be a focus on innovation, experimentation and craftsmanship. Basic practices in the maintenance of a safe and functional workplace will be expected. Students who have interest, will have the opportunity to explore other sculpture media such as wire, plaster, and assemblage.

ADVANCED ART

Grades 10, 11, 12 *1 credit*

Course Prerequisite: Two years of level I art or portfolio review

Advanced Art is intended for experienced art students who are ready to explore personal avenues, and to develop artistic literacy within 2D mediums. This course is for the student who is preparing for AP art the following year, the student who wants to develop an art portfolio and/or the motivated art student ready to take their practice to the next level. The course is designed around portfolio development and based both on the current portfolio requirements by top art colleges in the

country and AP Studio Art Drawing Portfolio guidelines. With an emphasis on studio production, this class is also designed to develop higher-level thinking, a broader range of technical skills in a range of mediums and styles, art criticism, art history, and aesthetics.

AP ART HISTORY

Grades 10, 11, 12 *1 credit*

This may be used for an Art or Social Studies (elective) credit

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.

ADVANCED DIGITAL PHOTO AND DESIGN

Grades 10, 11, 12 *1 credit*

Not recommended for students enrolling in ski schools

Course Prerequisite: Two years of level I art or portfolio review

Advanced Digital Photo and Design is intended for experienced art students in either Graphic Design and/or Digital Photography who are ready to explore personal avenues, and to develop a digital artistic literacy within a variety of digital art mediums. This course is for the student who may be preparing for AP art the following year, the student who wants to develop an art portfolio and/or the motivated art student ready to take their Photography or Graphic Design practice to the next level. The course is designed around portfolio development and based both on the current portfolio requirements by top art colleges in the country and AP Studio Art Digital Portfolio guidelines. With an emphasis on digital art production, this class is also designed to develop higher-level thinking, a broader range of technical skills in a range of mediums and styles, art criticism, art history, and aesthetics.

Level III:

AP ART

Grades 11, 12 *1 credit*

Course Prerequisite: Advanced Art

AP Art is the most advanced level course in our Visual Arts curriculum. The course is designed around portfolio development and based both on the current portfolio requirements by top art colleges in the country and AP Studio Art Drawing Portfolio guidelines. The framework of the class focuses on concepts and skills emphasized within college art and design foundation courses. The intent is to help students become inquisitive, thoughtful artists and to be able to articulate information about their work. The students will be developing and applying skills of inquiry and investigation, practice, experimentation, revision, communication and reflection. All students will develop a portfolio that demonstrates inquiry through art and design and skillful synthesis of materials, processes and ideas through practice, experimentation, and revision.

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Performing Arts

For an overview of the music program click here.

SYMPHONIC BAND

Grades 9, 10, 11, 12 *1 credit*

Course Prerequisite: Prior band or Instructor Approval

Symphonic band is open to all student instrumentalists who currently play a Symphonic Band and is interested in learning an instrument with prior approval from the instructor. This semester length or full year instructed course is designed to explore and perform challenging music in a variety of styles. This ensemble is considered to be the core of the band program. The Symphonic Band performs throughout the year at school, community and regional venues, participating in concerts, parades, and assemblies.

DIGITAL MUSIC PRODUCTION (DMP-A)

Grades 9, 10, 11, 12 *½ credit*

Digital Music Production will provide students a semester opportunity producing music using Ableton Live 10, a computer based music production software. Students will create their own music using the Ableton as a musical resource, with various non-musical and musical input devices, allowing flexibility which makes the course accessible to any interested student. Coursework will be largely project based, presenting expectations regarding technical aspects and management of appropriate workflow. Projects will require students to meet specific musical outcomes, as well as definitive working timelines, and will frequently include personal/artistic choice.

DIGITAL MUSIC PRODUCTION (DMP-B)

Grades 9, 10, 11, 12 *½ credit*

Course Prerequisite: Passing grade in Digital Music Production (DMP-A)

DMP II Will provide students with a more intensive look into making music with Ableton Live 10. Students will put an added focus on editing and honing in their final products as well as continuing our ability to compose. Coursework will be largely project based, presenting expectations regarding technical aspects and management of appropriate workflow. Projects will require students to meet specific musical outcomes, as well as definitive working timelines, and will frequently include personal/artistic choice.

JAZZ BAND

Grades 10, 11, 12 *½ credit or 1 credit*

Course Prerequisite: Prior band or instructor approval

Jazz Band is open to all student instrumentalists who currently play a Symphonic Band instrument or are interested in learning an instrument with prior approval from the instructor. This semester length or full year instructed course is designed to explore and perform music in the jazz repertoire. In addition to performances at school and the greater Woodstock area, this course will take a deep dive into the musical theory and history of Jazz. This will be done through listening, written exercises, and composing/transcription.

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Wellness: Physical Education and Health

Health and physical education are combined to create an integrated wellness program that provides high school students with the tools they need to achieve a healthy balance in their busy lives. The wellness progression emphasizes the six dimensions of wellness and incorporates activities such as team sports, lifelong activities, individual sports, and hobbies. Students will build their knowledge and skills in the following Anchor Standards: Analyze Influences, Access Information, Advocacy, Decision Making & Goal Setting, Self-Management, and Core Concepts.

WELLNESS*

Grades 9, 10 *1 credit*

At Woodstock Union High School health and physical education are combined to create an integrated wellness program that, we believe, provides high school students with the tools they need to achieve a healthy balance in their busy lives. All students are expected to complete the proficiency graduation requirements in Physical Education and Health Education. In order for students to have the opportunity to progress and demonstrate proficiency in the standards prior to graduation, one year of Wellness is required.

*This course counts towards the CRAFT credential.

WELLNESS II: FALL

Grades 10, 11, 12 *½ credit*

Course Prerequisite: Wellness

At Woodstock Union High School health and physical education are combined to create an integrated wellness program that, we believe, provides high school students with the tools they need to achieve a healthy balance in their busy lives. All students are expected to complete the proficiency graduation requirements in Physical Education and Health Education. Units may include Seasonal Team Games, Net Games, Strength Training and/or Kickboxing and Self-Defense.

WELLNESS II: SPRING

Grades 10, 11, 12 *½ credit*

Course Prerequisite: Wellness

At Woodstock Union High School health and physical education are combined to create an integrated wellness program that, we believe, provides high school students with the tools they need to achieve a healthy balance in their busy lives. All students are expected to complete the proficiency graduation requirements in Physical Education and Health Education. Units may include Seasonal Team Games, Net Games, Strength Training and/or Kickboxing and Self-Defense.

DRIVER EDUCATION

Grades 10, 11, 12 *½ credit*

Course Prerequisite:

- *The Drivers Education student must be at least 15 years of age by the first day of class.*
- *Students must provide proof to a school administrator of a current, valid Vermont Learner's permit prior to Aug 1st or Dec 1st.*
- *Students must be in good standing with the administration as well as with the local authorities.*
- *Scheduling order is determined by age.*
- *Interested students should review the policy for Driver's Education in the Student Handbook.*
- *It is recommended that the student have some driving experience prior to the first day of class.*

This is a life skills course that introduces students to the complex decision making skills necessary for the driving environment. The course will integrate thirty hours of classroom instruction with six hours of behind the wheel training as well as six hours of in-car observation. A student-parent involvement program that requires an additional twenty hours of guided practice is a component for successful completion of the course.

A student may not take the course more than once due to the limited availability of seats every year. If a student does not pass or complete the course, they must seek alternative ways to complete the course at the expense of the family/guardians of the student outside of the school.

Click here for more information and frequently asked questions from the Vermont Department of Motor Vehicles.

To Sign up for Driver's Education click here or use the QR code below.

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CRAFT (Community and Climate Resilience through Agriculture, Forestry and Technology)

The newly created CRAFT department is an expanded vision for our previously known Agriculture Department. There will be 4 core classes in this department: Gardens and Greenhouses (MS), Foundations of Agriculture (HS), Food and Forest Systems (HS), and Stewardship Action Projects (HS).

The CRAFT department also facilitates an interdisciplinary pathway in which students earn a CRAFT credential, which is a distinguished achievement identified on their transcript and honored at graduation. Students who want to focus their learning on CRAFT in high school earn 6 credits in science, wellness, technology, and electives. Students receiving the CRAFT credential do extensive “hands-on the land” work in the community, the forest, the greenhouses and gardens, as well as in the science and innovation labs, art, math and humanities classes. Students work in collaboration with a diversity of partnering organizations to strengthen our community. This work includes conducting scientific field work, research and service learning for a deep and place-specific inquiry. The learning and work students do in CRAFT builds resilience in our community, helping mitigate the effects of climate change and provide sustainable solutions for our future.

CRAFT CREDENTIAL REQUIREMENTS

Foundational Courses 3.5 Credits *All foundational courses required*	Elective Credits 2 credits *Complete any combination of elective courses worth 2 credits*	Applied Capstone ½ credit *required*
Foundations of Agriculture, Spring and/or Fall (½ cr) Food and Forest Systems, Spring and/or Fall (½ cr) IES-Integrated Environmental Science (1 cr) Skill Building for Innovation (½ cr) Wellness I (1 cr)	APES-AP Environmental Science (1 cr) HACTC Natural Resources Program (3 cr) Innovation Studio (½ cr) AP Statistics (1 cr) Data Science I and II (½ cr per class) Eco Art (½ cr) Economics and the Environment (½ cr) Spanish III (1 cr) Dual Enrollment Course Offerings *(see C3 for a list)*	Stewardship Action Projects (½-1 cr) C3 Internship (½ cr)

6 Total Credits to earn CRAFT Credential

*CRAFT Foundations *Science Courses *Technology Courses *Math Courses
*Art and Humanities Courses *College Courses

FOUNDATIONS OF AGRICULTURE

Grades 9, 10, 11,12 *½ credit*
Foundational Course CRAFT Credential
Elective Only

This course will provide hands-on learning opportunities around growing, caring for, and using plants for food, medicine, ecological benefits, and nutrition. Students will become deeply involved with the care, maintenance, and growth of our greenhouse systems and garden plant production. They will work in a hands-on capacity both indoors and out to gain knowledge about how to cultivate, prepare, market, and sell plants. We will harvest, cook and eat what we grow on campus. Topics like plant and soil science, regenerative agriculture, integrative pest management, microgreen production, hydroponics and composting will be investigated. Students will learn about various agricultural practices and their impact on the environment with an eye towards sustainable food systems. Students will be able to grow and take home their plant projects, including culinary and medicinal herbs, native

pollinator plants, and vegetables for the garden (in spring). As a culminating activity, students will design their own or a staff “client's” biologically diverse garden.

FOOD AND FOREST SYSTEMS, FALL/SPRING

Grades 9, 10, 11,12 ½ credit
Course Prerequisite: Agriculture Exploration or Instructor approval
Foundational Course CRAFT Credential
Elective Only

Food and forest systems encompass the activities, land, people, and resources necessary to grow the food we eat and store the carbon we need to be more climate resilient. Along the way, these systems intersect with aspects of public health, equity, and the environment. Hands-on units may include themes such as, fruit and vegetable cultivation, ecology, food processing (and eating), and food justice. Students will also gain an understanding of forest ecology and management. Hands-on units may include tree identification, forest health, entrepreneurial forestry, and the intersection of agriculture and forestry. Connections between the community, farmers, and forests will be emphasized and become our community classroom. The fall semester will place more emphasis on soil health, food harvesting (and eating), tree identification, forest products, benefits and conservation practices. The spring semester will place more emphasis on food/migrant justice, garden design and planting, maple sugaring, wildlife tracking and ecology.

STEWARDSHIP ACTION PROJECTS

Grades 10, 11, 12 ½ credit with encouragement to complete two semesters for one full credit
Course Prerequisite: Food and Forest Systems, or instructor approval
Applied Capstone CRAFT Credential
Elective Only

This course is designed for students who have a strong interest in the environment, agriculture, and forests. Students in this course want to take important actions in order to strengthen our community and be stewards of our land. Students will research, propose, and implement an independent action project that makes a difference in our local community. Students will use the NuVu design process to support the development of their action projects. Through brainstorming, sketching, prototyping, and receiving feedback, they will iteratively develop their project. Project ideas should develop an awareness of the ecological and cultural contexts in which their work is taking place.The final project should be implemented or installed by the end of the course.

Projects might include: increasing local food access, designing a sustainable landscape, or planting native trees to make a river healthier. Students will be encouraged to think independently and to extend their learning beyond the classroom through connections with community partners to gain practical, hands-on experience in a variety of settings. Themes of climate resilience, equity, and working within a system will be emphasized in weekly seminars and community experiences, while the rest of the course, students will be focused on their action projects. All SAP projects will be presented to various stakeholders at the end of the course.

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Flexible Pathways

Woodstock Union High School sees our community as an extension of the school. We offer various learning opportunities onsite and outside of the school that allow students to "learn by doing" or design their own learning opportunities.

Flexible Pathway opportunities for students at WUHS include student-designed internships, work-based learning, service learning, and independent studies through The Center of Community Connections (C3); 200+ online classes offered through Virtual High School (VHS); 14 different programs offered through Hartford Area Career and Technology Center (HACTC); and college courses at Dartmouth College and at other colleges and universities in Vermont through the Dual Enrollment and Early College programs.

The Center of Community Connections (C3)

"Through C3, I am able to create my own projects with my own ideas, and there are no limits. Everyone learns differently, and has different goals for their education and future, and that's why being able to design an independent study is so important."

~ Student, Class of 2022

The Center of Community Connections (C3) is about "outside-of-the-box" learning. It is student-designed and student-driven. C3 provides a flexible learning environment by utilizing the community as an extension of the classroom. High school students can satisfy graduation requirements and develop important transferable skills through a variety of experiences, including **internships, career exploration**, **independent studies**, **teaching assistantships,** and **work-based learning**.

We believe these student-led experiences greatly enhance our students' education by providing learning opportunities that could not occur within the classroom. For each of these experiences, a student's placement and learning plan is individually tailored to meet that student's academic and/or career goals and comply with state and federal laws. C3 experiences are typically one semester in length, include frequent reflection, career exploration activities, and culminate with a public presentation of learning. Success within the C3 program necessitates that students work both independently and in collaboration with teachers and community partners. Credit will be granted on a pass/fail basis, is not weighted, and therefore, does not count towards honor roll or GPA.

C3 INDEPENDENT STUDY*

Grades 11, 12 *½ credit per semester*

Course Requirements: Students meet with C3 staff and create a plan outlining their learning goals and potential community partners prior to the beginning of the semester.

A C3 Independent Study is a great way to personalize learning and dig deeper into an area of interest and curiosity. Students work with a C3 staff member to develop their ideas, create a learning plan, and identify a school or community-based partner to support the student's learning. Students work toward demonstration of proficiency in Self-Direction, Skillful Communication and one other

self-selected “pillar” of the District’s Portrait of a Graduate. C3 experiences are typically one semester in length, include frequent reflection, career exploration activities, and culminate with a public presentation of learning.

*This course potentially counts towards the CRAFT credential.

C3 INTERNSHIP*

Grades 11, 12 *½ credit per semester*

Course Requirements: Students meet with C3 staff and create a plan outlining their learning goals and potential community partners prior to the start of the semester.

A C3 Internship is designed for juniors and seniors who are interested in gaining experience in a particular career field/occupation. Students typically spend at least two academic blocks a week “out in the field,” working with a community partner to meet established learning, workplace, and career exploration goals. Additionally students must demonstrate proficiency in Self-Direction, Skillful Communication and one other self-selected “pillar” of the District’s Portrait of a Graduate. C3 experiences are typically one semester in length, include frequent reflection, career exploration activities, and culminate with a public presentation of learning.

*This course potentially counts towards the CRAFT credential.

C3 TEACHING ASSISTANT*

Grades 11, 12 *½ credit per semester*

Course Requirements: Students meet with C3 staff to create a plan outlining their learning goals and potential mentor teacher. It’s important that this take place prior to the start of the semester.

Teaching assistants attend all class sessions and support the classroom teacher through hands-on activities, working with small groups of students, teaching mini-lessons, preparing materials, leading discussions, and working on special projects. At the start of the semester all TAs develop a plan that includes identifying learning goals and a focus in the classroom. Additionally students must demonstrate proficiency in Self-Direction, Skillful Communication and one other self-selected “pillar” of the District’s Portrait of a Graduate. Throughout the semester, students complete a series of reflections and at the end of the semester, participate in a presentation of learning that describes their experience and what they’ve gained from it.

*This course potentially counts towards the CRAFT credential.

C3 SERVICE LEARNING*

Grades 10, 11, 12 *½ credit per semester*

Course Requirements: Students meet with C3 staff to create a plan outlining their learning goals and potential community partners. It’s important that this take place prior to the start of the semester.

Community service is an opportunity for students to engage in their own learning while simultaneously working in service to the community; students can engage in this service learning in our school or in the wider community. Examples include serving as a teaching assistant or working to address a community need. Students work with a community mentor/advisor toward demonstration of proficiency in Self-Direction, Skillful Communication and one other self-selected “pillar” of the District’s Portrait of a Graduate.

*This course potentially counts towards the CRAFT credential.

C3 WORK-BASED LEARNING*

Grades 10, 11, 12 ½ credit per 150 hours of paid work experience

Course Requirements: Students meet with C3 staff to create a plan stating their place of employment and outlining their learning goals. It's important that this take place *prior to the start of the semester.*

Students can participate in work-based learning for paid work experience. Students must develop a learning plan, as well as a work-based learning agreement. Students can earn .5 credit for 150 hours of paid work experience (approximately 10 hours/week) and up to 3 credits during their high school career, beginning in their sophomore year. Students must also participate in a variety of other types of career-connected learning when they are engaged in WBL, including reflections on their work, resume building, safety training, career exploration, and a presentation of learning. Work-based learning students must submit copies of their official pay stubs on a regular basis. Students will receive a Pass/Fail grade.

Hartford Area Career and Technology Center (HACTC)

Grade 11 *3 credits(3 Elective)*

Grade 12 *3 credits (2 Elective, 1 Embedded Credit)*

Course Requirements: Students must be in good academic standing, as well as meet grade level credit requirements.

Rising juniors or seniors are eligible for programs offered at the Hartford Area Career & Technology Center (HACTC). Students must complete a separate HACTC Application and visit programs of interest in order to be considered for admission. In most cases these courses will occupy 2 blocks of time daily for both first and second semesters. With the exception of the STEM course, all courses are offered in a two-year sequence. The second year is a continuation of the first year but offers advanced work and some specialization. First-year students are enrolled in the afternoon session, while second-year students are scheduled for the morning session.

Programs Offered at HACTC:

- Autobody, Motorsport and Customs (formerly Collision Repair and Refinishing)
- Automotive Technology
- Building Trades
- Business Administration
- Career and Technology Exploration
- Cosmetology
- Culinary Arts
- Design, Illustration and Media Arts (DIMA)
- Health Sciences
- Industrial Mechanics and Welding
- Information Technology
- Advanced Information Technology
- Natural Resources*
- Science Technology Engineering and Math (STEM): Introduction to Engineering Design
- Science Technology Engineering and Math (STEM): Principles of Engineering

Sophomores are eligible for the HACTC Career and Technology Exploration program. Upon its completion, students receive one credit in English, one credit in math and one credit in career exploration.

It is expected for all HACTC courses, that students must complete a separate HACTC Application and visit programs of interest in order to be considered for admission. Application process begins with a tour in early February.

For more information contact Counseling Services or go to http://www.hactc.com.

*This course counts towards the CRAFT credential.

Mirrored Course

A Mirrored Course is for students who cannot schedule a necessary course in their regular school program. This course is equivalent in all ways to an existing course. This includes curriculum, meeting time, grading and level of difficulty. In regards to honor roll, weighting, sports eligibility, and GPA, this independent study is treated as another section of the course which it is mirroring. A student must have prior approval by the teacher. For more information contact Counseling Services.

Online Learning: The VHS Collaborative (Virtual High School)

Preference given to 11th & 12th grade students *½ credit/semester course*

Levels and credits vary according to course(s) chosen.

Course Requirements: Students must be in good academic standing.

Woodstock Union High School offers the opportunity to take online courses through the Virtual High School. VHS is a non-profit consortium of schools that offer over 200 full-year and semester online courses in Arts, Business, English/Language Arts, Foreign Language, Life Skills, Math, Science, Social Studies, and Technology. In addition, VHS offers over 20 Advanced Placement (AP) full year courses and 11 Pre-Advanced Placement courses. Students who take online courses increase communication and collaboration skills that are essential to the 21st century learner. WUHS treats the VHS courses like any other course offered in the course guide. Students must meet with their counselor to schedule their VHS course and meet with the VHS site coordinator to register for the course. It is expected that students will participate in their VHS course on a regular basis and complete assignments in a timely way. Visit https://vhslearning.org/catalog to view the entire course catalog. For more information contact Counseling Services or the VHS Site Coordinator.

Dartmouth Special Community Student Program

Grades 11,12 *Students may earn ½ credit for each term course*

Course Requirements: Juniors (during the winter and spring terms) and Seniors (during fall, winter, and spring terms) are eligible. Students must remain in good academic standing with their high school as well as Dartmouth. Each student is responsible for speaking with the professor of the Dartmouth course they intend to take and obtaining his or her signature on the application.

Seniors and juniors of area high schools who have exhausted all possible classes within their field of interest at their high school are eligible to take one course per term. All students are recommended by their counselor. These courses are not offered during the summer. For more information, including application deadlines, contact Counseling Services or go to https://goo.gl/DeTq2Z

Vermont Dual Enrollment

Grades 11, 12 *1 credit for a 3 or 4 credit Dual Enrollment course*
Student must be in good academic standing, in order to take advantage of the Dual Enrollment voucher.

Students may take the courses anytime during the summer before their junior year through the spring of their senior year. This opportunity is not available for students during the summer after their senior year once they have graduated from high school.

This program serves to introduce students to college level coursework before they complete high school. The program allows for two tuition-free college courses for eligible Vermont high school students to any college or university in the State of Vermont. Note that under this program the tuition is fully covered but students are responsible for the cost of any fees and books/materials associated with the course. The Vermont State Dual Enrollment Program is a college-level course that becomes part of the student's transcript. This credit counts towards sports eligibility and full-time student status. These courses are not weighted and not part of the student's GPA.

To learn more contact Counseling Services or to complete the registration forms online go to https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment

Vermont's Early College Program (ECP)

Grade 12 *1 credit for each semester long 3 or 4 credit course*
Course Requirements: Junior students in good academic standing, who will achieve senior status can apply.

Students who will achieve their senior status may complete their senior year at a state college or community college. In some cases, students may have the opportunity to live on campus (requires payment of room and board) or students can commute to the school on their own. School counselors work with students and their respective college to ensure minimum remaining high school graduation requirements are met. Student's transcript will reflect the college attending and the course titles. These courses are not weighted and not part of the student's GPA. Students who wish to play sports are eligible as long as they do not participate at the college level.

Students must provide a copy of their college transcript in order to have the credit reflected on their high school transcript. Students must remain in good academic standing with their high school as well as the college while they are attending. Paperwork must be completed in February prior to attending college.

Participating Schools:

- Castleton University
- Community College of Vermont
- Goddard College
- Johnson State College - Northern Vermont University
- Lyndon State College - Northern Vermont University
- Norwich University
- Vermont Technical College, Vermont Academy of Science and Technology (VAST)

For more information contact Counseling Services or to go to http://education.vermont.gov/student-learning/flexible-pathways/early-college

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Center For Learning Opportunities

The Center for Learning Opportunities offers a continuum of services and programs for students who have been found eligible for special education. These services encompass but are not limited to one-on-one direct support of students, in class teacher and student support, consultation with staff, and instructional support in directed study. These services are provided by the special education staff which includes resource room teachers, integration facilitators, and instructional assistants.

The Learning Opportunities Department believes:

- Learning style impacts how individuals acquire skills and knowledge
- Acquisition of skills provides the foundation for academic and vocational growth
- Predicting, anticipating, planning and implementing are important strategies to achieve goals
- The development of self advocacy skills leads to academic and vocational independence
- Emotional well being influences every facet of life including the ability to make decisions, form relationships and achieve personal goals

UNIFIED WELLNESS

Grades 7–12 *Credit as assigned*

Students will work together with students identified with disabilities in a variety of physical activities as well as support learning experiences in the kitchen related to nutrition. Students may take this course for a .5 PE credit. Students must be approved by the Unified Wellness teacher prior to taking the course.

DIRECTED STUDY

Grades 7–12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

The purpose of Directed Study is to provide academic assistance in all subject areas as well as working on IEP goals and objectives. The focus is on re-teaching content.

LIFE SKILLS (I, II, III, IV)

Grades 7–12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course pertains to personal and health issues, nutritional needs, money skills and time management. The course will also include an emphasis on functional reading and math skills. Social Skills as well as skills of collaboration and communication will be another area of focus. The course will closely follow the needs of the student as outlined in the Individual Education Plan.

LIFE SKILLS MATH

Grades 7-12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course takes the individual student where they are in math skills, applying instruction and activities to continue the development of numeracy, basic mathematical operations and their application. Functional application of math is emphasized as students continue to improve their basic skills through everyday tasks.

LIFE SKILLS LITERACY

Grades 7–12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course takes the individual student where they are in reading and writing, applying instruction and activities to continue the development of decoding, comprehension, spelling and written response. Functional application of reading and writing is emphasized as students continue to improve their basic skills through everyday tasks.

LIFE SKILLS CIVICS

Grades 9–12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

Work in this class gives the student knowledge of their community, local and state government, area agencies and services, financial institutions, and social connections. Opportunities both in school and in our town provide learning the who, what, and where needed for life after school. The course will closely follow the needs of the student as outlined in the Individual Education Plan.

MATH SKILLS

Grades 7–12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course is designed to teach and reinforce basic mathematics concepts, operations and their application to work and life. Study of basic addition, subtraction, multiplication and division of whole numbers, decimals, fractions and percent will be combined with applications such as wages and deductions, banking, savings, credit and specific work applications. This course can reinforce concepts covered in earlier math courses, prepare students to continue on to other high school math courses such as Intro to Algebra or Algebra and/or prepare the student for use of mathematics in post-secondary work and life.

SENIOR SEMINAR: TRANSITION TO ADULTHOOD

Grades 11, 12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course is designed to prepare students to plan for life after high school. The course will explore tasks such as planning for post-secondary training and/or education, preparing applications and resumes, applying for jobs and workplace expectations. Students will create a budget for rent, vehicle, utilities and other bills. This course will also work on the important skills of collaboration, problem solving, written and oral communication, setting and following through on goals and managing digital technologies. The course is designed to meet the needs of the student as outlined in the transition section of the Individual Education Plan (IEP).

STRUCTURED LITERACY I, II & III

Grades 7–12 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

The Structured Literacy classes employ a systematic instructional approach to the 5 fundamental skills of reading: Phonemic Awareness—the ability to distinguish the individual sounds within words; Phonics—the connection of a sound with its corresponding symbol; Vocabulary—a

primary determinant of comprehension; Reading Fluency—the ability to read and understand the meaning of words quickly and accurately; and Reading Comprehension—the ultimate purpose and goal for reading. Students will progress through the curriculum at a pace commensurate with their mastery of concepts. Lessons are enriched with readings around current events, class books, and areas of student interest.

STRUCTURED WRITING AND THINKING

Grades 7, 8 *Credit as assigned*

Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course is designed to teach and reinforce basic language skills and learning strategies. Study of basic building blocks of writing through Landmark School's "From Talking to Writing" program will scaffold student understanding and writing of sentence parts, types of sentences, and paragraphs. Reading comprehension and fluency strategies will be modeled and practiced through discussion and activities using selected texts. These receptive and expressive language exercises will be conducted through a lens of personal metacognition. Students will learn about each component of executive function and how their own learning strengths and challenges equip them for academic growth. This is an elective.

STRUCTURED WRITING

Grades 9–12 *Credit as assigned*

Recommendation of the IEP Team or approval from the Learning Opportunities Coordinator

High School Structured Writing is a systematic approach to applying metacognitive and executive functioning strategies to the writing process. Specifically, students will: learn to read complex texts for understanding and comprehension; apply metacognitive strategies to the five phases of academic writing - brainstorming, organizing, drafting, revising, and publishing; and develop their academic vocabulary and grammar structures while reading and writing. Writing instruction progresses from basic to expanded sentences through thesis statements and 5 paragraph essays. Comprehension and metacognitive strategies include text annotation, two-column notes, summarizing, self-questioning, and structured discussions. The course is organized around a yearly theme and includes opportunities for students to apply their writing skills to areas of personal and community interest. This is an elective.

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Clubs and Organizations

Major Time Commitment

Agriculture Exploration Club

Our Agriculture club is student driven covering areas of interest, including: horticulture, forestry, livestock, ag machinery, local wildlife, landscaping, outdoor recreation (fishing and hiking) and local agricultural produce (dairy, maple, veggies etc). Students will have opportunities to experience farm shows, state and national level competitions, group fundraisers, field trips, volunteer work projects, community outreach and so much more!

We are associated with the Future Farmers of America (FFA), Marsh/Billings National Historical Park, school and community organizations, and local businesses. Club members (grade 9-12) strive to be school and community role model citizens, following the FFA Motto: Learning to Do, Doing to Learn, Earning to Live, Living to Serve. https://www.facebook.com/woodstockffaandagriculturecl ub

Interact: Rotary International Youth Group

The Interact Club is a Rotary sponsored Service-Above-Self organization. Student members volunteer to join or can be nominated by faculty members. The organization raises funds to give to individuals and organizations in need either nationally or internationally. There is an international service trip to a third world country each year. Held once a week during A.R.E. time.

Jazz Funk Band(s) Audition Required

The HS Jazz-Funk Band(s) are made up of 9-12 grade instrumentalists who audition for participation. The groups study and practice a large variety of improvisational based music, and have opportunities to perform regularly in the school, community, and throughout New England. The groups rehearse various mornings before school each week, as well as on some evenings each month.

National Honor Society Committed Top Students

Membership is determined by an application process and faculty selection on the basis of scholarship, leadership, service and character. The preliminary criteria for acceptance is a total high school grade average of 92 and a demonstrated commitment to community service. Students are required to attend meetings, participate in service-related activities, tutor, and uphold NHS standards. Meetings are held bi-weekly during A.R.E. time.

Yoh Theatre

Yoh Theatre is open to all students, and meets after school from 3:15-5:15 pm every school day. Our players produce four plays each year: three full-length plays in October, December and May, and a musical in March. Students are invited to act, be involved with lighting, set building, sound design, costume and props work, gathering skills from professional workshops, as well as from working within the group. Everyone is welcome. High school students will receive a ¼ credit per play.

Yearbook

Students create the annual yearbook. Students will work with the Yearbook Advisor after school. This club can be used for a Pass/Fail credit through C3 and finishes at the end of the first semester.

Moderate Time Commitment

The Buzz: WUHS Newspaper

Students interested in writing, editing, photography and layout volunteer to bring news for and about students to their classmates. The Buzz Club meets during A.R.E. time but students are not required to attend all meetings to participate. No experience necessary as we will teach you the skills of reporting, writing, and editing as a part of the Club.

Forensics/Debate: The Art of Competitive Speech

Members meet weekly starting in October during A.R.E. time. In addition to ten statewide tournaments there is a Vermont State Forensics Tournament each February at the Statehouse in Montpelier. The team has been State Champions or Runner-Up 14 of the last 20 years. Most recently they were State Champions in 2019.

Intermediate & Senior Math Team: Math Competition

The Intermediate Math Team includes Freshmen & Sophomores, and the Senior Math Team includes Juniors & Seniors. There are four meets per year in the Twin State Math League. Practices are held 2-3 hours prior to each meet. Participants are usually able to schedule around other activities.

Scholar's Bowl: Knowledge Competitions

Scholar's Bowl is a fun and fast-paced academic quiz challenge for secondary schools in Vermont. Students are tested on a wide range of topics including math, geography, music, history, literature, pop culture and more. There are contests through the school year with the top Vermont team invited to the national meet in the spring. The format is jeopardy style questions with buzzers and 3 seconds to answer! New players are always welcome. We meet weekly from September through March.

The Social Action Club

The Social Action Club is a group dedicated to uplifting marginalized communities and fostering social and environmental justice through education and action with our peers, teachers, administration and greater communities. We meet weekly during ARE time and work on opportunities to educate and bring about positive change focused primarily on: Racial Justice, LGBTQIA+ Rights, Women's Rights, Immigrants' Rights and Climate Change.

Student Council: Student Government in Action

Five enthusiastic and committed students from each class are elected by their peers to serve in student government. The group meets weekly during A.R.E. time to discuss school-wide concerns and initiatives, raise funds for a scholarship and other worthy causes, and to plan Best Day assemblies and other school-wide events. They can be called upon by the administration whenever student leader input or assistance is needed. Also meets at 7:30 a.m. on Best Day days.

Vermont Teen Leadership Safety Program (VTLSP)

A peer-to-peer education, prevention, and activism organization dedicated to preventing destructive decisions, particularly underage drinking, other drug misuse, risky and impaired driving, teen violence, and teen suicide. The purpose of VTLSP/OVX (Our Voices Xposed) is to develop among teen leaders an awareness of prevention and wellness issues while providing them with the resources, skills and adult support with which to facilitate positive change among their peers. Some of our annual campaigns are: Red Ribbon Week, Project Sticker Shock, PS I Love You Campaign, and The Quechee Card. The group meets every other week during A.R.E. time.

World Language Club

The World Language club promotes the study of the three languages offered here at WUHS and their cultures: French, Latin and Spanish. The club offers an array of activities such as field trips,competitions, games, movies, international and domestic travel, service opportunities and food and cultural presentations. In addition, each language offers an opportunity to join a nationally recognized honors society: for French la Société Honoraire, for Latin: The Junior Classical League and for Spanish: La sociedad honoraria hispánica. We meet every two weeks with our advisors during A.R.E. block.

Minor Time Commitment

Earth Beat: Promoting a Greener Earth

This club works on conservation and sustainability projects on the school campus throughout the year. Projects are driven by student interest and community need and might include things like: climate activism, energy reduction, reducing food waste, reusing products, etc. The group meets weekly during A.R.E. time.

Queer Straight Alliance

The Queer/Straight Alliance brings together LGBTQIA+ students and their straight allies in a safe space wherein we discuss challenges, celebrate victories, and devise solutions for making WUHSMS a welcoming and supportive place for all.

Spectrum Teen Board Drop in Teen Center for grades 7-12

The Spectrum Teen Program has been serving teens for 27 years in grades 7-12. Last year, we opened our program up to middle school students. The Spectrum is about building community and relationships while making teens feel included and supported. We have work collaboratively with other groups, organizations and businesses in an effort to offer great teen events out in the community on Friday evenings during the school year. Teens help at fundraisers, events and volunteer their time in an effort to help support our program. Meetings times are to be announced as location, frequency and times may vary.

Additional groups meet during the school year depending on student interest; for example Chess, Culture, Global Stewards, Improv, Outing, Social Justice, Yoga.

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