Champlain Valley Union High School
Course Offering Booklet
2026-2027

HOME OF THE REDHAWKS!!

Table of Contents

CVSD VALUES, VISION, AND MISSION
CVSD GRADUATION STANDARDS
GENERAL INFORMATION
CVU's GRADUATION REQUIREMENTS
GRADING
NCAA CLEARINGHOUSE & ATHLETIC ELIGIBILITY
EXTENDED LEARNING OPPORTUNITIES FOR STUDENTS
CULTURALLY AND LINGUISTICALLY DIVERSE CENTER
TECHNICAL CENTER STUDY
CORE PROGRAM
COURSE DESCRIPTIONS BY DEPARTMENT
- DRIVER EDUCATION
- ENGLISH
- ESSENTIAL ARTS
- FINE ARTS
  - MUSIC
  - PERFORMING ARTS
  - VISUAL ARTS
- PRACTICAL ARTS
  - BUSINESS EDUCATION
  - DESIGN, ENGINEERING, & TECHNOLOGY
  - FAMILY AND CONSUMER SCIENCE
  - MEDIA EDUCATION
- MATHEMATICS
- SCIENCE
- SOCIAL STUDIES
- WELLNESS
- WORLD LANGUAGES
- OTHER

CVSD VALUES, VISION, AND MISSION

Champlain Valley SCHOOL DISTRICT

Charlotte • Hinesburg • Shelburne • St. George • Williston • CVU

OUR VALUES

Learning - Growth - Curiosity - Equity - Community
Respect - Collaboration - Belonging - Joy

OUR VISION

We are an innovative and thriving community focused on personal and collective growth and belonging for all.

OUR MISSION

CVSD will educate and empower all students with the knowledge, understanding, skills, and curiosity to contribute to and flourish in a complex world.

CVSD GRADUATION STANDARDS

Creative and Practical Problem Solving

Experimentation and Design: Frame questions, make predictions, experiment with possibility, and design strategies.

Generalization: Develop and use generalizations, models, or abstractions.

Meaning Making: Interpret information and derive meaning through the use of inference, empathy, metaphor, or imagination.

Clear and Effective Communication

Conventions of Expression: Demonstrate standard conventions of expression including oral, written, performed, and emerging technologies.

Participation and Collaboration: Participate and collaborate effectively and respectfully to enhance the learning environment.

Purposeful Communication: Demonstrate organized and purposeful communication to suit the context and audience.

Informed and Integrative Thinking

Analysis and Synthesis: Analyze and synthesize information or ideas to build understanding.

Evidence and Reasoning: Use evidence and reasoning to effectively develop and/or support claims, ideas, or solutions.

Relationships: Identity main and supporting ideas, patterns, trends, clues and relationships in sources of information.

Perspective: Identify and evaluate perspectives, bias, or credibility of ideas, information, or sources.

Self Direction

Take initiative in, and responsibility for learning.

GENERAL INFORMATION

As a comprehensive public high school, CVU offers a broad program designed to meet the needs of a wide variety of learners. We believe that student choice is an essential component of engaged learning and seek to develop increasing student choice across the grades. We also believe students are multi-faceted and have interests, strengths and challenges that will be expressed through a variety of in and out of class learning experiences. We encourage students to enroll in an appropriately challenging program, which will allow the choice of various post-secondary paths. School counselors and advisors provide each student with assistance in the selection of courses.

In order to assure a solid academic foundation required to be a productive and engaged member of society, CVU has created a structured ninth grade program with decreasing requirements over subsequent years allowing students to explore more fully individual areas of interest. While our minimum graduation requirement for 9th, 10th, and 11th graders is 22 credits, the vast majority of CVU students graduate with considerably more.

Personalized Learning Process

CVSD students are engaged and empowered learners. We expect students to offer their voice and make choices in determining meaningful and relevant pathways to proficiency. To this end, we provide a personalized learning process (PLP) in which students continually plan, connect, reflect and share about their learning.

CVU's GRADUATION REQUIREMENTS

Proficiency-Based Graduation Requirements Policy

It is the policy of the Champlain Supervisory School District to ensure students can engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency in literacy, mathematics, scientific inquiry, global citizenship, physical education, artistic expression, and transferable skills. A student meets the requirements for graduation when the student demonstrates evidence of proficiency in these curriculum content areas, and when they meet the additional graduation requirements described in the Personalized Learning Process.

The Champlain Supervisory School District uses credits for the purpose of demonstrating that a student has met the graduation requirements. Learning experiences will specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning. Students in the Champlain Supervisory School District will receive credit for learning that takes place outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator.

The Required credits for graduation include:

English	4 yrs/4 credits
Math	3 yrs/3 credits
Science	3 yrs/3 credits (including a life science typically Integrated Biology)
Social Studies	3 yrs/3 credits including US History
Health	1 semester/.5 credits
PE	1.5 yrs/1.5 credits including Personal Fitness
Practical Arts	1 semester/.5 credits
Fine Arts	1 semester/.5 credits
Senior Exit Experience	1 semester/.5 credits
Electives	3.5 credits
RISE	2 credits/.5 credit for each year at CVU

GRADING

Like most public high schools in Vermont, CVU operates in a proficiency-based grading system. CVU's system is one in which proficiencies are linked to specific courses. CVU High School assigns grades based on a student's demonstrated proficiency on adopted local, state and national standards. Students are scored on a proficiency-based scale; those scores are then converted to alpha-based grades for the transcript. ***GPA is not weighted.*** *Grades for all courses transferred from other high schools/institutions use that school's grading system, although a GPA calculation always uses the CVU grade table shown here:*

Composite Score	Letter Grade	GPA
3.9-4.0	*A+*	*4.33*
3.7-3.8	*A*	*4.00*
3.5-3.6	*A-*	*3.67*
3.3-3.4	*B+*	*3.33*
3.0-3.2	*B*	*3.00*
2.7-2.9	*B-*	*2.67*
2.4-2.6	*C+*	*2.33*
2.0-2.3	*C*	*2.00*
1.8-1.9	*C-*	*1.7*
1.5-1.7	*D+*	*1.33*
1.3-1.4	*D*	*1.00*
1.0-1.2	*D-*	*0.67*
0-0.9	*F*	*0.00*

Course Sequencing: As previously noted, course requirements decrease over the course of a student's time at CVU allowing for students to develop a solid foundation of skills and knowledge upon which they can explore their areas of interest. In the Core program in grade 9, students' core program fills five of their eight blocks (see Core Program information below). In grade 10, three of their blocks are required – two for Grade 10 Humanities, one for Integrated Biology. In grade 11, one block is required for US and the Modern World, taken in semester classes. Students routinely fill their remaining blocks with a combination of requirements and areas of interest including the arts, world languages, sciences and more.

Academic Year: Our academic year is divided into four reporting periods, each nine weeks in length. Courses typically are either one semester long and earn .5 credit or one year long and earn one credit.

Schedule Changes: Students may change their schedules during an adjustment period of one week at the start of the first semester and one week at the start of the second semester. To initiate a change the student should work with their school counselor. The student should remain in their current class until the change has been completed.

Balancing Class Sections: CVU reserves the right to adjust class rosters to balance course sections to promote equitable learning opportunities.

Dropping Classes: Proper placement and ongoing support are essential components of student success. When students find themselves struggling to succeed in a particular class, the best course of action is to seek help from the teacher, the school counselor and the student's advisor. CVU has a variety of supports available. In the event a student wants to drop a class during the year, it is important to note that drops after the first marking period of the class will result in a student receiving a W on their transcript. Drops prior to this time will not appear on a student's record. Exceptions to this policy may be made in consultation with the teacher, counselor and house administrator.

Receiving Partial Credit: Students are typically expected to remain in courses for the full duration of the course. In the case of a student completing their graduation requirements early (see Graduation Planning below) and stops attending CVU or if in consultation with a student's team it is determined that earlier departure from the class is in the student's best interest, partial credit may be awarded for that class.

Repeating Courses: Courses that have previously been taken and passed may not be repeated for additional credit. If a course is repeated here at CVU or through an outside accredited institution, both learning experiences will appear on the student's transcript but only the higher of the two grades will earn credit and will be counted toward the student's GPA.

Credit For Non-CVU Coursework: Prior to starting a course outside of CVU, students wishing to receive credit for coursework outside of CVU should meet with their school counselor to ensure that the course will be eligible to receive credit. Courses need to be offered by an accredited educational program and students must provide documentation of successful completion of the course*. Because of various course names and levels across institutions it is incumbent upon students/families to be sure the course has prior approval before enrolling in order to guarantee the course will be approved for whatever credits the family is intending.*

Graduation Planning: While the high school program has historically been considered to be a four-year program, with the onset of proficiencies and alternate pathways, this is no longer the reality for a number of students. Some students may graduate in three years while others may stay longer than four years in order to complete their personal learning plans. It is important that students and families work closely with their school counselors to be sure they are carefully planning a program that meets each student's needs while also completing CVU's graduation requirements.

POLICY STATEMENT

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

NCAA CLEARINGHOUSE & ATHLETIC ELIGIBILITY

Students who intend to play sports at a Division I or Division II college must register with the NCAA Initial-Eligibility Clearinghouse. For specific information on NCAA eligibility requirements, consult the website at www.ncaaclearinghouse.org. It is very important to note that not all CVU courses are considered core academic courses by the NCAA Clearinghouse. In addition, independent study, online, or middle school courses are also not typically considered to be core courses. The NCAA only views courses in English, Mathematics, Science, Social Studies and World Languages as core courses. ***A list of approved courses is provided below. Those in italics are awaiting approval.***

English		
Humanities 9 English Humanities 10 English Creative Writing Writing Composition CCV: English Composition	Global Literature Gothic Tales & Science Fiction Lit Literature, Film, Writing Major American Literature Environmental Literature	British Literature Women's Literature Utopian Literature AP English
Mathematics		
Core Math 1 Foundations Core Math 1 Core Math 2 Math 2 Math 2 Extended Study Algebra 2	Advanced Algebra and Trig Trigonometry and Pre-Calculus Calculus AP Calculus AB AP Calculus BC AP Statistics	Computer Programming 1 Computer Programming 2 Computer Science Principles 1 Computer Science Principles 2 Data Science
Social Studies		
Standard Grade 9,10, and 11 placements: Humanities 9 Social Studies Humanities 10 Social Studies US in the World: Part 1 *US in MW Pt2: Int. Studies & For. Policy* *US in MW Pt2: Protest, Art & Music* *US in MW Pt2: Media, Sports, Recreation*	Semester Options: Economics Latin American Studies Lake Champlain and the History of VT Know Your Rights: Democracy 101 Holocaust and Modern Genocides CCV: Intro to Psychology Human Behavior and Psychology	Full Year Options: AP US Government AP Human Geography
Science		
Standard Grade 9 and 10 placements: Integrated Environmental Science (9) Integrated Biology (10)	Semester Options: Microbiology Principles of Chemistry Natural Resources Physics Mechanics Astronomy Botany Zoology *Woods and Water* CCV Biology	Full Year Options: Chemistry Physics AP Chemistry* AP Physics C: Mechanics AP Environmental Science *Meets for 2 blocks and earns 2 credits
World Language		
French I-V	Latin I-IV Spanish I-V	

EXTENDED LEARNING OPPORTUNITIES FOR STUDENTS

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

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

Recognizing that there are multiple ways to learn and to demonstrate learning, CVU is consistently working to develop additional and unique learning opportunities for students.

Extended Learning Opportunities include:

- *Field and Forest*
- *NEXUS Seminar*
- *Construction 101*
- *Online high-school courses (through BYU, VTVLC and other sites)*
- *Alternative Programs courses*
- *Power Reading*
- *CVU Summer Academy*
- *College Study through Dual Enrollment and Early College*
- *Culturally and Linguistically Diverse (CLD) Center and Programs*
- *Technical Center Programs (Center for Technology/Essex, Burlington Technical Center)*

Students interested in pursuing any of these pathways should speak to their School Counselor for more information or speak directly to the teachers in the programs.

1905 – Field and Forest Semester (2.0 credits) Grades 11, 12

Field and Forest is an integrated full-day program that allows students to deepen their understanding of social and ecological systems using the CVU campus, Shelburne Farms, and beyond as our classroom. Within this learning community, students will explore the connectedness of social justice, environment, climate, and literature with a curriculum that emphasizes project-based learning, reading, writing, and discussing. In conjunction with Nexus, students will earn credit in English and Science. Specifically, students will earn credit for Writing Composition, Environmental Literature, Natural Resources and Science of Climate Change.

1906 - Nexus Seminar Semester Grades 9, 10, 11, 12

Nexus is a personalized learning experience that allows students to design and manage their own project. Students set their own content goals, develop and manage timelines, reflect on their learning and gather evidence to show proficiency in selected CVU graduation standards. Students will work with teachers and other content area experts in a seminar class to develop and answer their essential questions and manage the process. Students can earn elective credit or specific content area credit; this will be determined in the building of the project. This is a highly individualized experience but all students will participate in seminars, small cohorts, and work individually in spaces and time frames that make sense for their project. This course is open to all students.

1938 - Construction 101 Semester Grades 10, 11, 12

Construction 101 provides a flexible learning opportunity, engaging a small group of students in a community based construction project with Habitat for Humanity. Construction 101 is designed for a diverse cohort of students, including but not limited to students who are interested in pursuing a career in the construction trades and those who are seeking out practical learning opportunities. This course requires a time commitment of two blocks and is accessed by referral from Guidance, Administration, or Special Education personnel.

Online Learning

Students may earn CVU credit through accredited online sites such as Brigham Young University (BYU), Vermont Virtual Learning Cooperative (VTVLC) or other sites. Students pay a fee for enrollment in each course. Please check with your school counselor to ensure CVU credit will be awarded for these courses and to get information about how that credit is posted on your transcript.

CVU Alternative Programming

CVU offers alternative education pathway for students whose needs are not being met in the regular school program. Students are given the opportunity to develop the skills and behaviors required for a CVU diploma through an individualized program of instruction. Students have a variety of opportunities to earn credit for employment, wellness, internships, and weekly class groupings. Interested students should speak to their house counselors about completing an application.

1029 - Power Reading Semester Grades 9, 10, 11, 12

Power Reading is a regular education course offered to referred students in grades 9-12. Students may be referred for Power Reading by teachers, house directors and parents at any time during their four years at CVU. EST teams will process the referral for enrollment. The Power Reading curriculum is designed to help students read more efficiently and effectively. Skill work includes basic reading comprehension, analysis and reasoning, word study, and fluency. **Elective credit (0.5) is offered each semester.**

1596 Work Crew Semester Grades 9, 10, 11, 12

Work Crew is a community-based work experience facilitated by the Community Skills Team. Student Work Crew participants perform home and garden projects for our surrounding community members, This course is designed as a supportive, hands-on learning opportunity. Learning objectives are tailored to the individual student and encourage development of transferable work-related skills including, but not limited to: collaboration, problem solving, planning, perseverance, and effective communication. By referral only.

CVU Summer Academy

The CVU Summer Academy offers classes to enable students to earn additional credits. Depending upon student interest, a variety of courses may be offered during the summer. These offerings are communicated in the Spring via email and CVU Celebrations. Please see your School Counselor for more information.

College Courses

The **Vermont Dual Enrollment Program** enables students to access two tuition-free college-level courses during their high school career for courses beginning after the end of their sophomore year and completed prior to their graduation from CVU. These courses can be taken at any college in Vermont that participates in

this program, including University of Vermont, Community College of Vermont, St. Michael's College and Champlain College among others. Students should see their counselor for information on how to register. After completion of these courses, CVU credit will be awarded, and the grade will be recorded on the student's CVU transcript. A one-semester dual enrollment class earns 1 full credit at CVU.

UVM's Academically Talented Student Program is for students who have used their two free dual enrollment vouchers but would like to continue to study at the college level. UVM offers a 50% reduced tuition rate for applicants who have not yet graduated (as well as the summer after they graduate), and registration is on a space available basis. For more information, please see your school counselor or go to: https://learn.uvm.edu/program/pre-college/academically-talented/.

Early College Program (ECP) is for students who want to finish their senior year of high school while starting their first year of college. Through the Flexible Pathways Initiative, Vermont has made funds available to students accepted into certain full-time college programs. Presently, these college programs are Vermont State University (all campuses), Community College of Vermont, and Norwich University. (The program held on the Vermont Technical College's campus, called VAST, is for students with a strong interest and aptitude in science, math and technology.) For more information, please see your school counselor.

Concurrent CCV Courses - CVU has 3 different concurrent courses available for students this year. A concurrent class is a CCV(Community College of Vermont)-approved course, taught by a CVU teacher, and during the regular high school day. Payment for the course is required, which typically occurs through a dual enrollment voucher. Should a student desire to take this course, but has already used both of their Dual Enrollment vouchers, a small fee will be required to be paid by the student/family to participate in a concurrent college course. Additionally, students will need to meet CCV's requirements in order to be placed in a concurrent course.

CULTURALLY AND LINGUISTICALLY DIVERSE CENTER

The CLD Center is a space where culturally and linguistically diverse students can come for community, connection, language support, homework assistance, or just use it as a space to rest their mind from all of the language. In the CLD Center, students can learn about and work towards the Seal of Biliteracy and find community connections for themselves and their family. All are welcome.

ELL - English Language Learning

ELL classes are offered to individuals seeking to improve their English Language skills at all levels from Newcomers to Advanced English Learners. ELL is individually adapted to meet the language and academic needs of the learner. The courses are offered as independent study, 1:1, or in a small group setting. These classes earn English credit.

Classes offered:

- Beginning English - Newcomers to Level 2 - Meets daily - 2 credits
- Intermediate English - Levels 3 and 4 - (Meets alternate days) - 1 credit
- Advanced English - Levels 4 and 5 - (Meets alternate days; 1 semester or 1 year depending on interest and need) - .5 to 1 credit

ELL - Academic Support

Sheltered content instruction and support with content in other classes and targeted skills practice is also available through our Academic Support classes. These classes earn elective credit.

- *Academic Support - All levels - (as needed) - .5 credit to 1 credit*

TECHNICAL CENTER STUDY

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

Burlington Technical Center	**Center for Technology, Essex**
1/2 day program	Full day program
Awards 3 credits per year	Awards 6 credits per year
Students will continue to take CVU courses when they are not at BTC	Students will take additional academic courses at CTE
Pre-tech program is also available for 9th and 10th graders, which is housed at CVU	Pre-tech program is also available for 10th graders
Programs run in the morning 9:35-11:47 or in the afternoon 12:09-2:21. (2 hours 15 min)	Programs run from 9:10-2:10

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

Center for Technology, Essex: www.go-cte.org

Burlington Technical Center: http://burlingtontech.org

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

Interested students need to have completed a minimum of ten credits by the start of their junior year and have less than 15 school absences in order to be considered during the application process.

CORE PROGRAM

All entering grade nine students will be enrolled in the Core Program, which works to create smaller learning communities within CVU. Each Core (Snelling, Nichols, Fairbanks, Chittenden) consists of a team of six educators who work collaboratively with first-year students and their families to ensure a successful transition to high school.

Program Goals:

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

The Core Curriculum

First year students spend two-to-three of their four daily blocks with their Core. This block of time allows Core teachers to collaborate on both interdisciplinary curricular design and student support in order to meet the individual needs of all students. The Core curriculum consists of Science, Humanities (English and Social Studies), Wellness (Project Adventure and Personal Health), Math (Core Math Foundations, Core Math 1, and Core Math 2), and Core Time. Each academic discipline has agreed upon common learning targets and scales that are tagged to CVU's Graduation Standards. In addition, courses in World Languages, Practical Arts, and Fine Arts may also be incorporated in student schedules during their additional period each day.

1073 - Core Humanities Year Grade - 9

Core Humanities is a team-taught interdisciplinary course that combines English and Social Studies to explore what it means to be human. In this course, students examine the four themes of community, empathy, justice and responsibility. Students develop their skills in reading, writing, thinking, and communicating. All Core Humanities students participate in two common assessments and a year-end exhibition.

1221 – Core Math 1 Foundations Year Grade - 9

Students will explore patterns and situations to begin developing models using algebraic and geometric reasoning. They will apply their knowledge of algebra and geometry to solve problems involving linear relationships. This course prepares students for Math 2 Extended Study.

1201 - Core Math 1 Year Grade - 9

Students will represent, model, and analyze patterns and situations using algebraic, geometric, and statistical reasoning. They will apply their knowledge of algebra and geometry to solve problems involving linear and simple nonlinear relationships. This course is the first of two in the progression to Algebra 2.

1202 – Core Math 2 Year Grade - 9

Students will continue to develop their algebraic, geometric, and statistical reasoning skills by continuing their exploration of relationships including: linear systems, similarity, trigonometry, and quadratic functions. This course is for incoming ninth grade students who are recommended by their middle school teacher and is the second of two in the progression to Algebra 2.

Prerequisite: Successful completion of Math 1 or recommendation from middle school teacher

1301 – Integrated Environmental Science Year Grade - 9

Integrated Environmental Science is an NGSS-aligned course. The primary focus is to engage learners in thinking and acting like scientists. Students work on developing the skills scientists engage in, according to the NGSS Scientific Practices. Although the topics of study are considered Environmental Science with a focus on ecology and human impact, fundamental concepts from the physical and life sciences are intertwined to create a more realistic and holistic picture.

1700 - Project Adventure Semester Grade - 9

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

1701 - Personal Health Semester Grade - 9

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

1805 - Core Connections Year Grade - 9

In this course, students will learn foundational skills for how to be a successful, independent high school student, building their executive functioning skills and study habits. Students will have access to individualized academic support as needed. Students will also have opportunities to practice stewardship - learning how the CVU community takes care of themselves, each other, and this place. This course will provide opportunities for activities and experience between and across all Cores. This is a required 9th grade elective. Each student will be assigned within their core team.

COURSE DESCRIPTIONS BY DEPARTMENT

DRIVER EDUCATION

The Driver Education program at CVU prepares students for the Junior Operator's License Exam that is administered by the Vermont Department of Motor Vehicles. The State of Vermont requires that all students successfully complete Driver Education instruction before a license can be issued. ***PLEASE NOTE:*** *Enrollment in this course is determined by date of birth. A waiting list is maintained to ensure an equitable system for student enrollment.*

1950 - Driver Education Semester .5 credit

This course assists students in developing the appropriate skills and attitudes to be a safe and responsible driver throughout their lifetime. The course consists of 30 hours of classroom time in addition to at least 6 hours of in-vehicle driving time. The in-vehicle driving is graded as Pass/Fail and is done during the student's free blocks during regular school hours. Students are required to have at least one free block in order to register for the course. Each student must demonstrate and meet the objectives of each driving lesson in order to pass. Students are expected to have a classroom average of 80%, attend 30 hours of classroom instruction, and meet the above in-vehicle driving requirements in order to be eligible to receive the Vermont Department of Motor Vehicles course completion card, or commonly referred to as the "Yellow Card." Students are placed in Driver's Ed by birthday with the oldest students having priority. Students must have their permit on their first day of class to be eligible for the course. Students are recommended to have a free block outside of the class itself in order to have adequate time to complete the driving portion of the course. All in-vehicle driving must be completed by the end of the course.

ENGLISH DEPARTMENT

English courses teach skills that students will carry with them throughout their future: writing, reading, analysis, and questioning. As students study English, they encounter the lives of others and, in turn, learn compassion and an appreciation for humanity. English students also learn valuable writing skills, both creative and critical, and then hone questioning and peer review abilities that will benefit them in our collaborative job market and interdependent world. Our English department is closely linked with Social Studies for the 9th and 10th grades, and the 11th and 12th grade program offers electives that span the world and the ages. 11th and 12th-grade classes are split into two categories: Expository Writing and Elective English. Between 11th and 12th grades, it is strongly suggested that students take a minimum of .5 credits of Expository Writing and 1.0 credit of Elective English. Students must have a total of 4.0 credits of English to graduate.

9th-Grade English Required: Grade 9 Humanities		
1073	Grade 9 Humanities (required course)	2.0 credits (1.0 English, 1.0 Social Studies)
1026	Intro to Creative Writing (optional elective open to grades 9 & 10)	.5 credit
1075	Social Communication (optional elective open to all grades)	.5 credit
Sophomore English Required: Grade 10 Humanities – American Studies		
1002	Grade 10 Humanities – American Studies (required course)	2.0 credits (1.0 English, 1.0 Social Studies)
1026	Intro to Creative Writing (optional elective open to grades 9 & 10)	.5 credit
1075	Social Communication (optional elective open to all grades)	.5 credit
Junior and Senior Classes Strongly Suggested: Minimum of 0.5 credits Expository Writing and 1.0 credits Elective English		
Expository Writing Courses: **Expository writing courses are leveled. While there are no prerequisites for any of these courses, you cannot move backwards through the levels or take different levels simultaneously.* *For example, you can take Practical 1, then Practical 2, then Writing Composition, but you cannot take Writing Composition and then move back to Practical 2.* *Similarly, you can take Writing Composition followed by CCV English, but not the other way around. <u>You cannot take Writing Composition and CCV English (or any variety of Expository Writing courses) simultaneously!</u>*		
1043	Practical Writing I	.5 credit
1044	Practical Writing II	.5 credit

1045	Writing Composition	.5 credit
1011	CCV English Composition	1.0 credit
Elective English Courses		
1005	Major American Literature	.5 credit
1008	Gothic Tales & Science Fiction Lit	.5 credit
1012	AP English: Literature & Composition	1.0 credit
1013	Literature, Film, and Writing	.5 credit
1018	Creative Writing	.5 credit
1024	Global Literature	.5 credit
1047	Heroes and Monsters in Literature	.5 credit
1065	Women's Literature	.5 credit
1067	Environmental Literature	.5 credit
1075	Social Communication (open to all grades)	.5 credit
1905	Field & Forest	1.0 credit
1010 (NOT OFFERED 26-27)	*Utopian Literature (Not Offered 2026-2027)*	*.5 credit*

1073 - Core Humanities: English Year Grade 9

Core Humanities is a team-taught interdisciplinary course that combines English and social studies to explore what it means to be human. This course is centered around the following questions:

Question 1: What does it mean to be human?
Question 2: What happens when cultures converge, collide, and collaborate?
Question 3: What kind of society do we want to create?

Students develop their skills in reading, writing, thinking, and communicating through common learning targets. All Core Humanities students participate in common assessments.

1002 – Grade 10 Humanities – American Studies Year Grade 10

Tenth Grade Humanities is an interdisciplinary team-taught course where, upon successful completion, students earn full-year credit in both social studies and English. The history curriculum traces American experiences from European colonialism (1760s) all the up to the end of World War I (1918). The English curriculum functions as a thematic complement to the historical content through various works, including stories, novels, poems, songs, and articles. Sophomores will explore various humanities themes and topics including, Revolution, Civic Responsibility, Antebellum America, post-Civil War America, and American Expansion. In addition, tenth-graders will practice and develop a range of skills. These include developing claims, selecting and vetting evidence, extending analysis, engaging with text – as well as critical thinking and communicating through various modes of expression such as discussing, writing, presenting, and creating

media. Teachers strive to meet students where they are in their lives and skill sets and to challenge them to be better critical thinkers, writers, communicators, and engaged citizens in a democratic society.

1026 - Intro to Creative Writing Semester Grades 9, 10
This introductory course explores fiction, creative nonfiction, and poetry writing. Students will immerse themselves in a collaborative and supportive environment focused on the craft of writing and storytelling.

1043 - Practical Writing I Semester Grade 11
This course is ideal for students who will benefit from a smaller learning environment (15 - 18 students) to develop their skills as researchers and writers. It is primarily project-based, and students will write resumes, cover letters, reference letters, emails and a personal narrative. They will practice public speaking and interviewing. There is extensive grammar and executive functioning instruction. Lastly, they will practice academic writing skills by writing a paragraph or essay.

1044 - Practical Writing II Semester Grade 12
This course supports seniors who want to improve foundational writing skills before transitioning beyond CVU. Students are supported in writing that focuses on real life skills, focusing on individual and community development, with emphasis on project-based-learning, interest-driven activities, practical planning and proposal writing. Students will engage in writing paragraphs, critical thinking, and projects that connect and engage individuals to support their paths beyond high school.

1045 - Writing Composition Semester Grades 11, 12
This is a college preparatory course designed for juniors who wish to further their personal narrative (first person) and academic writing skills (third person). Students will write at least one personal essay that could be used as a college essay and one research essay. Other essays will be determined by the instructor. There is an emphasis on the process of writing, and students will work to gain confidence writing longer pieces. This course includes daily grammar and vocabulary instruction designed for students who are proficient with standard conventions of English. Students who select this course should be able to work independently both in class and at home to finish longer assignments.

1011 - CCV English Composition Semester (1 credit) Grades 11, 12
This is a one-credit English course for CVU and a three-credit dual-enrollment college-level course with required weekly reading and writing assignments in addition to larger essays written throughout the semester. Students write an ethnography essay, a narrative essay, and an argumentative research paper. There is also regular grammar instruction in this course. Seniors who have taken Writing Comp during their junior year will benefit from taking CCV English Composition, but a student who has already taken a college-level writing course should not take this course. While this course will have a narrative essay, it will not be focused on writing a college essay or supplemental essays.

This course is considered a "concurrent class," as this is a Community College of Vermont (CCV) approved course, taught by a CVU teacher during the regular high school day. A dual-enrollment voucher is required to access this course. Should a student desire to take this course but has already used both of their dual-enrollment vouchers, a small fee will be required to be paid by the student/family to participate in this college course. Additionally, students will need to meet CCV's requirements to be placed in this course.
Prerequisite: Acceptance to CCV as a Dual Enrollment student.

1075 - Social Communication Semester Grades 9, 10, 11, 12

Social Communication is a Unified class and is designed to provide all students with the tools to consider, discuss, and put into practice the fundamentals of one-to-one, small group, and one-to-many communication. In order to better understand communication both as a concept and as something we experience in our everyday lives, we will examine why we communicate (theory) and how we communicate depending on audience and purpose (skills). This course is intentionally designed to bring together students with and without disabilities.

1005 - Major American Literature Semester Grades 11, 12

In this elective English course, students will study past and present voices that define American literature and are relevant to life in 21st Century America. Our journey will begin in the mid 19th Century learning about the philosophy of Transcendentalism and its central tenets of self-reliance, non-conformity, free-thought, and the significance of the individual's relationship with Nature. Moving forward in time in American history, students may explore the literary movements of Naturalism, Realism, and Modernism. Central themes include power, wealth, class, gender, race, and the American dream. Students will examine short fiction, non-fiction, poetry, novels, music, film, and art. Skills and assessments include close-reading, critical thinking, discussion, and analytical and creative writing.

1008 - Gothic Tales & Science Fiction Lit Semester Grades – 11, 12

Gothic Sci-Fi is a unique course that allows us to explore the wild and weird edges of the human mind in a relevant and current way. Specifically, we will embark on a quest to understand how Fear is both a function of biology and also of culture: If Fear is a biological and emotional reaction to the possibility of harm, then why do we love scary movies or horror video games and stories? How have different social taboos and fears around race and gender identity influenced the stories we tell, and what new trends in storytelling are emerging to challenge the colonialist themes in Western Science Fiction? There is a lot to be learned about separate types of fear, the long and short-term physiological impacts of fear, and how throughout history humans have processed those fears through the "Speculative Fiction" genre, which includes Afrofuturism, Science Fiction, Indigenous Futurism, Alternative History, Gothic, Horror, and Dystopian stories.

1012 - AP English: Literature and Composition Year Grades 11, 12

This course is for students who love to read, discuss, and write about great works of literature. AP teachers design thematic units that combine poetry, drama, short fiction, and novels. Students considering AP English must be capable of college-level work and should be prepared for a rigorous study of challenging, complex literature, an intense workload, and a rapid pace. Teachers emphasize critical thinking and analytical skills across reading, writing, and discussion assignments. All students must complete a series of summer assignments (including reading, annotating, and writing). Students may – but are not required to – take the AP English exam. Students may also be eligible for 3 college credits from St. Michael's College through CVU's dual enrollment program.

Prerequisites: Summer reading and writing assignments. Students interested in taking the course during junior year are encouraged to discuss this option with their school counselor and 10th-grade English teacher.

1013 - Literature, Film, and Writing Semester Grades 11, 12

This course is designed for students who want to learn more about the art of telling stories. Through literature and film, students explore the techniques and tools that express stories, analyzing the details of narrative and film –shot composition, lighting, and symbolism– providing students the opportunity to write, script, storyboard and film original stories.

1018 - Creative Writing Semester Grades 10*, 11, 12

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

1024 - Global Literature Semester Grades 11, 12

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

1047 - Heroes and Monsters in Literature Semester Grades 11, 12

This course is a journey through the classic and contemporary literature of heroes and monsters. We explore how stories have captured the clash between good and evil and how that art has shaped the world we see around us. Through the study of specific literary techniques, themes, and conventions, close-reading, and various analytical, personal, and creative writing assignments, students will gain an appreciation for the function that stories of heroes and monsters serve society, and how these tales reflect what it means to be a human. Assessments will cover reading, writing, and speaking skills.

1065 – Women's Literature Semester Grades 11, 12

This elective English course allows students to experience diverse texts written by women across history and cultures. Readings will explore how gender, race, culture, beauty standards, and familial expectations shape identity. In addition, students will learn how women writers have responded to power dynamics and oppression throughout different time periods and waves of feminism. Students will examine short fiction, non-fiction, myths, poetry, novels, art, and film. Skills and assessments include close-reading, critical thinking, discussion, and analytical and creative writing.

1067 - Environmental Literature Semester Grades 11, 12

This course will explore social justice through a literary and environmental lens. You'll investigate how social values shape our relationship with land and resources and how writers have explored these issues in various ways, from poetry to fiction to journalism. It's a chance to slow down and explore your relationships to the natural world, to your community, to yourselves, and to the issues that arise from your interactions with all of those as we focus on the important issues of climate change, environmental racism, and the role of activism in creating positive momentum. You'll examine local, American, and global perspectives on what it means to be human in a changing landscape and read fundamental literature about place, justice, and environmental advocacy. We'll engage in discussion, reading, and writing, and our classes will meet outside as much as possible.

1905 - **Field and Forest** (full day, spring semester - 1.0 Science + 1.0 English) Grades 11, 12

Field and Forest is an integrated full-day program that allows 11th and 12th-grade students to deepen their understanding of social and ecological systems using the CVU campus, Shelburne Farms, and beyond as our classroom. Within this learning community, students will explore the connectedness of social justice, environment, climate, and literature with a curriculum that emphasizes project-based learning, reading, writing, and discussion. Students will earn credit in English and science. The English curriculum will be an extension of CVU's writing courses, as well as content that one might experience in a course like Environmental Literature. In science, students will explore curriculum relevant to both Weather and Climate

and Natural Resources. Even if students have taken one or more of these courses before, Field and Forest will have a different and interdisciplinary angle.

1010 - Utopian Literature (NOT OFFERED 2026-2027) *Semester Grades 11, 12*

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

ESSENTIAL ARTS

The Essential Arts Department encompasses a broad array of disciplines in the Fine Arts (Music, Performing Arts, and Visual Arts) and in the Practical Arts (Business Education, Design and Technology, Family and Consumer Science, and Media Education). Students are required to earn a minimum or .5 credit in each of the two areas.

FINE ARTS

MUSIC

The music program at CVU offers students the opportunity to enjoy and understand music through participation in one or several classes/performing groups. These groups strive to perform at a very high level, offering several concerts throughout the year and throughout the community. Students are able to increase their knowledge and skills as well as learn self-discipline, self-esteem, and teamwork.
No audition is required for Concert Band or Chorus. Prerequisites must be met for Symphonic Band and/or Symphonic Winds. Madrigals is a Co-Curricular activity which requires an audition or director recommendation. Attendance at every class/rehearsal is expected; commitment is required to succeed in all musical ensembles. Students also have the opportunity to participate in a number of festivals, including at the District and State levels. To be eligible, students must be actively involved in the CVU Music Program.

1612	Chorus	.5 or 1 credit
1617	Piano 101	.5 credit
1633	Concert Band	1 credit
1630	Percussion Ensemble	1 credit
1635	Symphonic Winds	1 credit
1641	Treble Choir	1 credit
1645	Song Writing	.5 credit
1620	AP Music Theory	1 credit

1612 - Chorus Semester or Year Grades 9, 10, 11, 12
Chorus is a year-long or semester-long class for all 9th, 10th, 11th, and 12th graders designed to teach students how to sing in a group and perform a variety of music. All skill levels are encouraged to register. In this ensemble, students begin to build upon singing fundamentals and explore more challenging concert repertoire. Chorus is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others.

1617 - Piano 101 Semester Grades 9, 10, 11, 12
Have you ever wanted to learn to play the piano? Do you want to play your favorite hit songs and famous classical melodies that will wow your friends and family? In this class, we will learn the fundamentals of piano technique, how to play almost any pop/rock song you can find online, and famous and recognizable classical

melodies. This course is perfect for the total beginner or anyone who wants some extra motivation and guidance to take their piano playing to the next level!

1633 - Concert Band Year Grades 9-12

Concert Band meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this course is to provide a supportive community for developing as ensemble musicians. There will be a focus on refining performance skills and developing knowledge of basic music theory to support long-term growth and enjoyment of music.

1630 - Percussion Ensemble Year Grades 9-12

Percussion ensemble meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this course is to develop fundamental skills of technique on a variety of percussion instruments, ensemble playing, and music literacy. All skill levels are encouraged to register.

1635 - Symphonic Winds Year Grades - 10, 11, 12

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

Prerequisites: Achievement of standards set in Symphonic Band or the equivalent

1641 - Treble Choir Semester or Year Grades - 9, 10

Treble Choir is a year-long or semester-long class for primarily 9th and 10th grade treble singers (soprano/alto singers). This course is designed to teach students how to sing in a group and perform a variety of music. All skill levels are encouraged to register. In this ensemble, students begin to build upon singing fundamentals and explore more challenging concert repertoire. Treble Choir is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others.

1645 - Song Writing Semester Grades – 9, 10, 11, 12

Songwriting is a semester-long course that focuses on…songwriting. This class will explore a wide variety of techniques used to compose songs, focusing mostly on musical aspects. We will analyze and learn about chord progressions, form, melody writing, and everything else that goes into making your song ideas come to reality. Students in this class should have basic music reading ability, at least a little experience notating music, and the ability to play an instrument (any instrument) is highly encouraged.

Prerequisite: No prerequisites, but Piano 101 is highly encouraged before taking Songwriting.

1620 - AP Music Theory Year Grades - 11, 12

The Advanced Placement course for Music Theory follows a rigorous curriculum to familiarize students with the details of functional music theory. This is for the serious musician! Students will be expected to analyze musical scores, take melodic and harmonic dictation, compose four-part harmony, and sight-sing. Students should be comfortable singing, but playing an instrument is not required for this course.

Prerequisite(s) – Completion of any course which involves music theory (could be Chorus, Concert Band or Basic Music Theory, and with instructor permission)

PERFORMING ARTS

The Performing Arts Program at CVU is designed to provide dynamic learning experiences in practical and creative self-expression. All courses in the program strive to help students attain high standards in communication, critical thinking, and goal setting, while providing them with lifelong skills for success. All courses, except Public Speaking (practical art), earn fine arts credit.

1508	Public Speaking	.5 credit
1628	Acting and Improv	.5 credit
1629	Acting and Improv 2	.5 credit

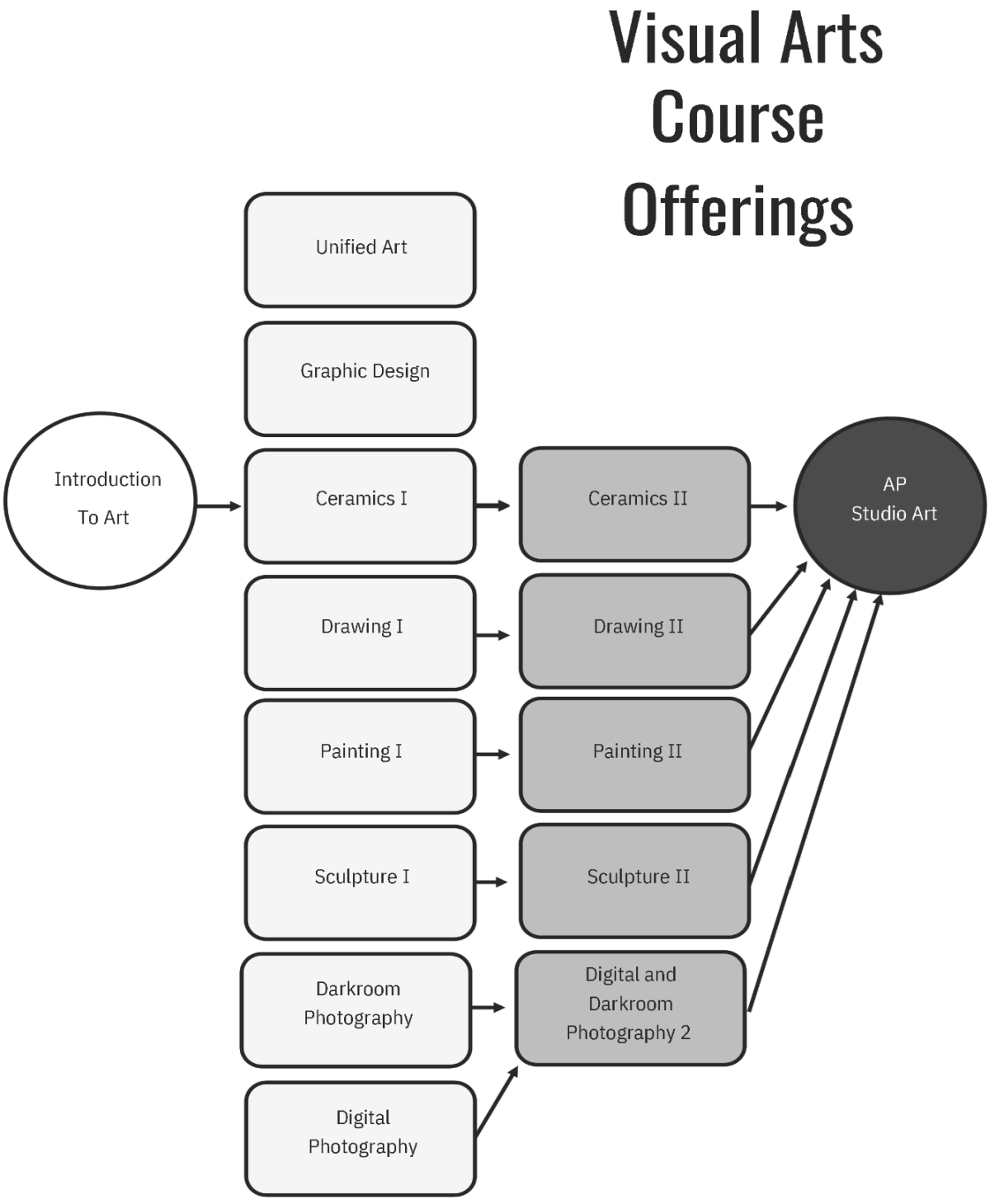
1508 - Public Speaking Semester Grades 9, 10, 11, 12
Public Speaking is a highly transferable skill, useful in numerous careers such as business, politics, law, science, marketing, and more. In this course, students expand their skills in oral and physical communication. Through multiple presentations to live audiences, students develop the ability to craft and deliver speeches that are informational, motivational and persuasive in content, structure, and delivery.

1628 - Acting & Improv Semester Grades 9, 10, 11, 12
In this course, students expand their expressive freedom, build confidence, and gain skills in collaboration, creative interpretation, character development, and acting techniques for the stage. Students explore improv games and scene study work, and have multiple opportunities to present their collaborative work through scenes from classic to contemporary plays and movie scripts.

1629 – Acting & Improv 2 Semester Grades 9, 10, 11, 12
Acting & Improv 2 gives students the opportunity to develop skills beyond the introductory level and to pursue proficiency in the art form of acting. Using the works of Shakespeare as well as modern playwrights, students will deepen their abilities in dramatic interpretation, character development, script analysis, creative collaboration, and acting technique for the stage.
Prerequisite: Acting & Improv or permission of the instructor

VISUAL ARTS

Visual Arts Course Pathways



1601	Introduction to Art	.5 credit
1602	Ceramics 1	.5 credit
1604	Sculpture 1	.5 credit
1657	Drawing 1	.5 credit
1655	Painting 1	.5 credit
1651	Darkroom Photography	.5 credit
1652	Digital Photography	.5 credit
1653	Graphic Design: Intro to Communication Design	.5 credit
1607	Ceramics 2	.5 credit
1606	Sculpture 2	.5 credit
1658	Drawing 2	.5 credit
1656	Painting 2	.5 credit
1680	Unified Art	.5 credit
1610	AP Art and Design	1 credit

1601 – Introduction to Art Semester Grades 9, 10, 11, 12

How can we use art as a means of communication? How can we ignite the creative mind? This class serves as an introduction to the visual arts courses and curriculum at CVU. Students will have an opportunity to work in a variety of media including photography, drawing, painting, and graphic design. Through this introduction to high school art, students will further develop their artistic skills and creative thinking. This class is a prerequisite for further study in the visual arts.

1602 - Ceramics 1 Semester Grades 9, 10, 11, 12

Ceramics 1 is an introduction to the craft and art of clay, including studying contemporary ceramics and ceramics from different cultures. Methods of construction will include pinch pots, coil, slab, as well as an introduction to the pottery wheel. Students will learn the stages of clay, the names of tools, and other ceramic terminology, learn to apply glazes and surface treatments and fire their pieces. Projects will include both functional and sculptural forms. A portfolio of work will be created and presented.
Prerequisite: Successful completion of Introduction to Art or by permission of instructor via portfolio review.

1604 - Sculpture 1 **Semester** **Grades 9, 10, 11, 12**

Sculpture is for students who enjoy working with a variety of 3-D building materials. The course concentrates on developing technical skills and artistic appreciation of three-dimensional artwork. Students should bring an

understanding of the elements of art and principles of design acquired in Introduction to Art, which will be further developed. Studio projects will be tied to discussion of historical topics in art and uses of art in modern societies. Lessons will include studio work and class discussions in which students are required to participate. Students will use a variety of methods which include (but are not limited to) assemblage, carving, and modeling.
Prerequisite- Successful completion of Introduction to Art or by permission of instructor via portfolio review.

1657 - Drawing 1 Semester Grades 9, 10, 11, 12
Drawing provides students an opportunity to continue their learning through further involvement with the art areas and media explored at the introductory level of study. Students will be introduced to more difficult challenges in drawing, primarily working from observation. Students will be given ample opportunity to grow and develop a personal style while exploring a variety of drawing media and mark making techniques.
Prerequisite: Successful completion of Introduction to Art or by permission of instructor via portfolio review

1655 - Painting 1 Semester Grades 9, 10, 11, 12
Painting provides students an opportunity to continue their learning through further involvement with the art areas and media introduced at the introductory level of study. Students will be introduced to more difficult challenges in painting, including realistic, abstract, and non-representational styles, giving them ample opportunity to grow and develop a personal style.
Prerequisite: Successful completion of Introduction to Art or by permission of instructor via portfolio review

1651 – Darkroom Photography Semester Grades 10, 11, 12
This course introduces students to traditional black and white film and darkroom based photography. Students will gain skills, knowledge and experience with 35mm film cameras, film processing and darkroom printing. This photography course examines the art of photography with an emphasis on aesthetics and storytelling. This is a hands-on, lab-based art course that requires students to be self-directed and responsible. Students will expect to shoot photography assignments as homework and develop, print and present photographs as class work. Please Note: Students can choose to take Darkroom Photography for either a Practical Art or a Fine Art credit.
Prerequisite: Successful completion of Introduction to Art or by permission of instructor via portfolio review.

1652 - Digital Photography Semester Grades 9, 10, 11, 12
This course explores photography as a tool to share the human experience. With storytelling as a focus students will gain skill, knowledge and experience with manual controls on a DSLR camera, editing images and presenting images. Students will examine photographic aesthetics and how photographs are used to convey ideas, tell stories and share events. Students should expect to shoot photography assignments as homework and edit, print and present those images as classwork. Please Note: Students can choose to take Digital Photography for either a Practical Art or a Fine Art credit.
Prerequisite: Successful completion of Introduction to Art or by permission of instructor via portfolio review.

1653 - Graphic Design: Intro to Communication Design Semester Grades 9, 10, 11, 12
Using the principles of design and typography students will create both hand-crafted and digital artworks. The emphasis of this course will be learning the fundamentals of successful communication and design in a variety of platforms. Using the artistic process, students will explore a variety of media to create custom

graphic design products which may include illustrations, logos, advertisements, magazine layouts, t-shirt designs and more. Students will study art historical and contemporary exemplars and learn about the technology utilized in the field of Graphic Arts. Students will also learn about copyright laws and proprietary rights.

Prerequisite: Successful completion of Introduction to Art or by permission of instructor via portfolio review.

1607 - Ceramics 2 Semester Grades 10, 11, 12

Ceramics 2 will push students to further develop their skill and proficiency with clay while studying contemporary ceramics and ceramics from many cultures. An emphasis will be placed on the creative process and designing and creating original works of art. Students will engage in reflection and discussion of their work and the work of others. A portfolio of student work will be created and presented.

Prerequisite: Successful completion of Ceramics 1

1606 - Sculpture 2 Semester Grades 10, 11, 12

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

Prerequisite: Successful completion of Sculpture 1

1656 - Painting 2 Semester Grades - 10, 11, 12

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

Prerequisite: Successful completion of Painting 1

1658 – Drawing 2 Semester Grades 10, 11, 12

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

Prerequisite: Successful completion of Drawing 1

1980 - Unified Art Semester Grades 9, 10, 11, 12

In this inclusive and collaborative visual arts course, neuro-divergent and neuro-typical students will learn about the creative process as co-creators. All students will have an opportunity to participate in art making using a variety of materials. This course will provide opportunities for students to connect, create, and understand how diverse perspectives enrich the creative process.

No pre-requisite required. This course provides 0.5 elective credit, not fine arts credit.

1610 - AP Art and Design Year Grades 11, 12

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

Prerequisites: Any Level II art course and the completion of summer work

PRACTICAL ARTS

BUSINESS EDUCATION

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

1501	Principles of Business	1 credit
1502	Personal Finance	.5 credit
1503	Financial Accounting	1 credit
1506	Business Law	.5 credit
1517	AP Business with Personal Finance	1 credit

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

In this class,students will learn various aspects of business, management, and leadership functions; marketing; and decision-making processes--including areas of ethics and social responsibility. Financial topics are introduced including accounting and spreadsheets. This is a hands-on, project-based course for students wondering what it means to study business and/or work in a business environment.

1502 - Personal Finance Semester Grades 9, 10, 11, 12

This course explores our relationship with money and the impact financial choices can make on our overall well-being. Students will explore topics like the psychology of money, spending habits, budgeting, financial services, credit, loans, managing debt, and saving for the future. The ultimate goal of this course is to prepare students for their own path toward financial independence, where money can become a tool for a fulfilling life, rather than a source of stress and anxiety. By the end of the class, students will be able to approach their own finances with confidence, knowing they have the knowledge and skillset to fully implement the values of financial stewardship.

1503 - Financial Accounting Year Grades 11, 12

This course is an introduction to the fundamental principles, techniques, and tools of double entry accounting as it applies to maintaining records for businesses. This full-year course is designed for students who desire a comprehensive knowledge of accounting basics. Students will understand how data is collected, summarized, analyzed, and reported. Students obtain practical experience by completing manual and automated simulations that summarize the accounting cycle. This course has the option to be taken for college credit though CCV during the spring semester. Students may use a Voucher or provide payment directly.

1506 - Business Law Semester Grades 10, 11, 12

Business Law is a course designed to give students the tools they need to interact thoughtfully with the world of law, while preparing them to make ethical, legally-minded professional decisions - all through a business

lens. This course covers legal issues and topics that will become a part of the student's personal and professional environment, including: ethics and the law, the court system, criminal and tort law, contracts, consumer law, employment law, property, and general business operations. Content will be delivered through investigative projects, case studies, and web-based resources.

1517 - AP Business with Personal Finance Year Grades 11, 12

AP Business with Personal Finance is a college-level business and personal finance course that provides students with an overview of critical business functions, while incorporating the fundamentals of financial decision making. Students will explore the disciplines of entrepreneurship, marketing, finance, accounting, operations, and management through real-world business application, case-studies, and project-based learning

DESIGN, ENGINEERING, & TECHNOLOGY

Learn How to Make Almost Anything

Vision Statement: *Achieving success through project-based, active learning, and design thinking. CVU Innovation Campus offers ALL learners the tools, skills, and expertise to make their ideas reality with limitless creativity and imagination.*

Design, Engineering & Technology courses are taught in the Innovation Design Lab in the heart of the Innovation Hub. They focus on giving all students opportunities to experience how engineers think and solve problems, and allow them to experience the technology and tools used by engineers to solve problems. Our goal is to teach students to think critically and creatively, to apply the technology and tools to design, construct, and test solutions to problems, as well as understand how material and tool constraints affect design. In the Innovation Design Labs alongside traditional tools are high tech tools such as 3D printers, laser cutter/engraver, CAD software, Arduino electronics, CNC router, welders that allow students to design and make just about anything. All credit in Design, Engineering, and Technology courses can be applied to the Practical Arts requirement.

Innovation Design Lab Credo:

Learners will…

- Make with curiosity and follow a passion
- Ask questions
- Learning by doing and getting hands “dirty”
- Constructively cooperate, collaborate, and share
- Teach each other
- **Follow the design process when creating** (understand and apply design thinking principles)
- **Show grit in the face of failure**
- **Make safely** (follow all safety rules of the shop and each tool)

1540	Design Engineering & Technology 1	.5 credit
1541	Design Engineering & Technology 2	.5 credit
1543	Design Engineering & Technology 3	.5 credit
1542	Architectural Engineering	.5 credit
1555	Robotics	.5 credit
1545	Metals	.5 credit
1549	Woods	.5 credit
1557	Jewelry Making	.5 credit
1915	Nexus: Robotics	1 credit

1540 - Design & Engineering Technology 1 (CAD) Semester Grades 9, 10, 11, 12

D&E Tech 1 is open to all students and is the introductory course in the Design & Engineering Technology Program. Students will get an introduction to the technologies and tools of the Innovation Design Lab through

fun, hands-on activities and projects. The major emphasis of this course is on graphical communication, mechanical drafting, and Computer Aided Design (CAD) and Introduction to laser cutter/engraver. Hands-on activities will help students to understand how best to communicate their design ideas, as well as how different tools, skills, and technology systems are used to construct their designs. Projects include 2-D and 3-D CAD modeling, a wooden toy design, and package design.

1541 - Design & Engineering Technology 2 (CAM) Semester Grades 9, 10, 11, 12

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

Prerequisite: Design and Engineering Tech 1

1543 - Design Engineering & Technology 3 Semester Grades 10, 11, 12

This is open to all students with strong backgrounds in STEM and ability to work on open-ended, independent projects. It is a great hands-on Engineering course for students to think critically and creatively as they experience engineering and engineering design process first hand. Students work collaboratively in teams to design and create working solutions to a variety of real-world problems. Students will use the high tech tools in our state of the art Innovation Design Labs. Major emphasis is on thinking critically, creatively, and collaborating while following the Design Thinking Process, applying empathy, math and science knowledge, and understanding the technological resources needed to design and construct creative solutions to a variety of hands-on projects.

Prerequisite: Design and Engineering Tech 1 & 2 or Innovation Hub permission

1542 - Architectural Engineering Semester Grades 10, 11, 12

Architectural Engineering course will emphasize the application of 2D and 3D drafting skills, the Elements of Art, and the Principles of Design in architecture. Students will learn about the history, technology, and impacts of architecture, and how environment and culture can shape architecture. Students will be asked to explore the rich history of architectural styles within their communities. Students will also explore the process of thoughtful house design, emphasizing an understanding of environment, orientation, materials, and structure. Students will use hand drawings and CAD software to generate the plans necessary to fully communicate a house design and other architectural ideas. Students will learn to create plot, foundation, floor, and elevation plans for a house design.

Prerequisite: Design and Engineering Tech 1

1555 - Robotics Semester Grades 9, 10, 11, 12

Robotics is a great course for students to think critically and creatively as they experience engineering and computer coding through robotics. This course is open to students with a strong background in mathematics and/or any computer programming experience. Students learn to program autonomous robots in C++. Hands-on activities will help students to learn robot design, sensors, object oriented programming, and systems control. Students will learn the key concepts of programming: how to accept input, process data, and produce output. They will implement simple algorithms, store data in variables and arrays, and control program flow using conditional and iterative control structures. Opportunities for students to learn how to program Arduino micro controllers will be available through this course. This course is required for any student interested in joining CVU's Robotics Team which competes in the US-FIRST robotics tournament.

1545 - Metals Semester Grades 9, 10, 11, 12

This is a project-based course. Students will develop an idea, design plans, then build the products they design. While building projects, the student will learn how to safely use fabricating and welding tools and equipment. Students will develop basic design skills, sheet metal fabricating skills and basic welding skills through designing and building projects. Safe work habits and measuring skills will be practiced while working on their projects. *Please note: Students who have already earned credit in this class but want to take the course for a 2nd time must first get teacher permission.*

1549 - Woods Semester Grades 9, 10, 11, 12

This project-based learning experience will introduce learners to the skills necessary for designing, planning and building with wood. Students will learn basic design elements, basic wood joinery, accurate measuring techniques, basic finishing techniques, set-up and operation of machinery, and use various hand tools. Students will be introduced to CAD, CNC routing and engraving and basic wood turning. *Please note: Students who have already earned credit in this class but want to take the course for a 2nd time must first get teacher permission.*

1557 - Jewelry Making Semester Grades 9, 10, 11, 12

Discover the art of transforming simple materials into dazzling works of wearable art in this engaging jewelry-making class! Whether you're a curious beginner or a seasoned artist or maker, this hands-on course is designed to ignite your creativity. Dive into the world of jewelry design and learn to create a variety of jewelry using a variety of technologies, tools, and materials. Explore your personal style while crafting rings, bracelets, necklaces, earrings, and more. You will gain valuable skills to help unleash your imagination, and leave with stunning handmade pieces that reflect your unique flair. Let your creativity shine!
Please note: Students who have already earned credit in this class but want to take the course for a 2nd time must first get teacher permission.

1915 - Nexus: Robotics Engineering Year Grades 10, 11, 12

THIS IS the best engineering experience a student can get at CVU! Why not get credit for your passion for engineering? This is the Varsity Robotics team (RoboHawks). Students will collaborate in a team to design, build, code, and test a competition robot to participate in FIRST Robotics Tech Challenge Competition. This international robotics program is one of the premiere engineering experiences that students can participate in and are highly sought after by the top engineering colleges/universities. Students will learn and practice skills of project management, engineering design and design process, computer coding, mentorship, communication, presenting, and brand promotion. Students need to be highly motivated and independent learners.
Prerequisite: Permission by instructor/coach

FAMILY AND CONSUMER SCIENCE

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

1526	Cooking & Eating Well 1	.5 credit
1527	Cooking & Eating Well 2	.5 credit

1526 - Cooking and Eating Well 1 Semester Grades 9, 10, 11, 12

A hands-on cooking course that teaches essential kitchen skills students can use for life. Students learn knife skills, kitchen safety, basic cooking techniques, and how to build flavor while preparing a variety of foods from scratch. Emphasis is on confidence, independence, and real-world cooking skills.

1527 – Cooking and Eating Well 2 Semester Grades 9, 10, 11, 12

An advanced, lab-based cooking course for students ready to build on their skills. Students explore more complex techniques, refine timing and organization, and develop creativity in the kitchen through challenging recipes and projects. Focus is on independence, problem-solving, and cooking beyond step-by-step directions.

Prerequisite: Cooking & Eating Well I

MEDIA EDUCATION

Media Education teaches students how to analyze and evaluate media content and create media for self-expression and communication. Classes in Media Education offer students a project-based media arts learning curriculum that will prepare students to think creatively, learn collaboratively, have the ability to be flexible to ever-changing media technology, and contribute positively to their community. Media Education courses count towards the Practical Arts Graduation Requirement.

1511	Media, AI and Society	.5 credit
1516	Studio Production - Video Basics	.5 credit
1512	Studio Production	.5 credit
1609	Film and Video Production	.5 credit
1513	Film Studies	.5 credit

1511 - Media, AI and Society Semester Grades 9, 10, 11, 12

In a world of viral deepfakes, AI-generated influencers, and algorithms that seem to read your mind, the line between "truth" and "tech" has disappeared. **Media, AI, and Society** offers an investigation into the digital frontier, providing you with the tools to analyze the hidden architecture of the apps you use every day. Move from being a passive scroller to a powerful creator who knows how media is used to change the world.

1516 - Studio Production - Video Basics Semester Grades 9, 10, 11, 12

This course introduces students to the fundamental skills needed to produce a video program. Through hands-on experience, students will learn the essentials of camera operation, lighting, audio recording, scripting, and editing. They will explore the roles within a production team, practice shot composition, and develop storytelling techniques for visual media. Students will work on individual and group projects to apply their knowledge. By the end of the course, students will have a strong foundation in video production, preparing them for more advanced media studies or personal creative projects.

1512 - Studio Production Semester Grades 10, 11, 12

The Studio Production course is a project based learning opportunity that fits well in future PLPs. The course will teach students how to produce a studio based news program from pre-production planning to a finished production. Students will produce a weekly CVU news show in the CVU Media Center.
Prerequisite: 1516: Studio Production - Video Basics

1513 – Film Studies Semester Grades 9, 10, 11, 12

In Film Studies, students will embark on an exciting cinematic adventure as we explore film as a powerful medium of artistic expression. From the groundbreaking work of directors to the intricate dance of light and shadow captured on screen, this course invites students to perceive film through the lens of artistry. By the end of the course, students will not only have a deeper understanding of the art of filmmaking but will also be equipped with the tools to critically analyze and appreciate the rich diversity of cinematic expression. Discover the magic of storytelling where every frame tells a story, and every story is a work of art.

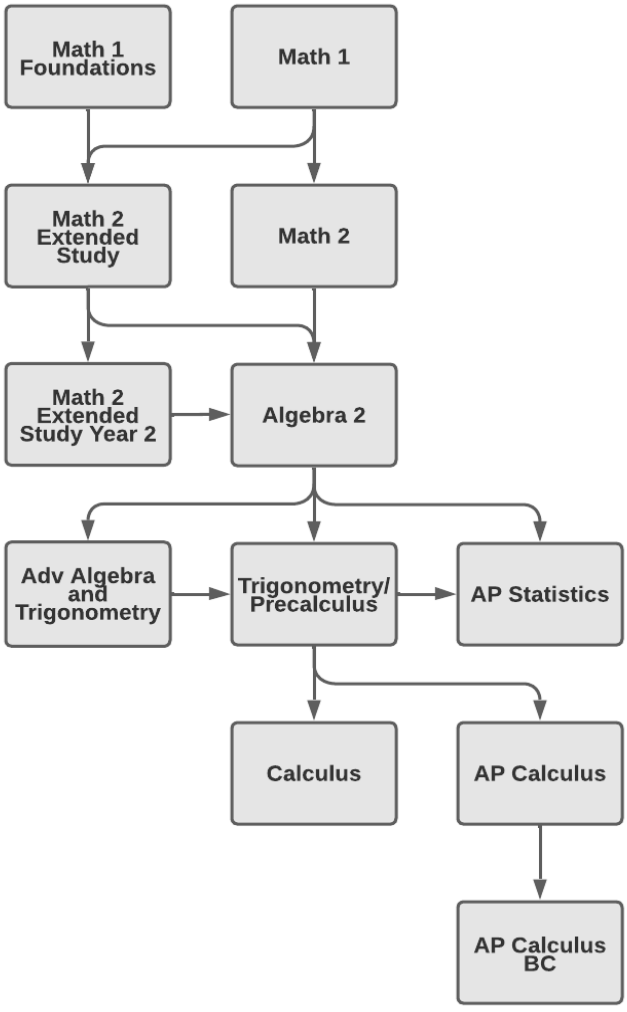
1609 - Film and Video Production Semester Grades 9, 10, 11, 12

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

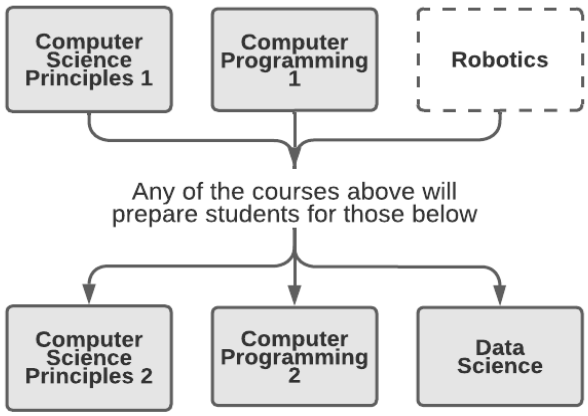
MATHEMATICS

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

The following flow chart is designed to provide a visual representation of a "typical" progression through our program. There are many variables that influence student learning; thus, no chart can adequately display the variety of options available. Discussion with the student's advisor, school counselor, and math teacher are essential in determining the appropriate pathway through our program so that students are successful.



Computer Science courses may be taken as elective math credits. Typically, students continue their study of tradional mathematics at the same time as computer science. In the event that a student wants to take a computer science course in lieu of a tradional math course, they must discuss this with their counselor to ensure that this choice supports their future plans. Please note that Robotics is not offered for math credit.



Mathematics Courses

1221	Core Math 1 Foundations	1 credit
1231	Core Math 1	1 credit
1202	Core Math 2	1 credit
1217	Math 2 Extended Study	1 credit
1232	Math 2	1 credit
1209	Algebra 2	1 credit
1211	Trigonometry and Pre-Calculus	1 credit
1212	Advanced Algebra and Trigonometry	1 credit
1229	AP Statistics	1 credit
1226	Calculus	1 credit
1215	AP Calculus AB	1 credit
1236	AP Calculus BC	1 credit
1242	Computer Programming 1	.5 credit
1243	Computer Programming 2	.5 credit
1244	Computer Science Principles 1	.5 credit
1245	Computer Science Principles 2	.5 credit
1246	Data Science	.5 credit

1221 – Core Math 1 Foundations Year Grade - 9
Students will explore patterns and situations to begin developing models using algebraic and geometric reasoning. They will apply their knowledge of algebra and geometry to solve problems involving linear relationships. This course prepares students for Math 2 Extended Study.

1231 - Core Math 1 Year Grade - 9
Students will represent, model, and analyze patterns and situations using algebraic, geometric, and statistical reasoning. They will apply their knowledge of algebra and geometry to solve problems involving linear and simple nonlinear relationships. This course is the first of two in the progression to Algebra 2.

1202 – Core Math 2 Year Grade - 9
Students will continue to develop their algebraic, geometric, and statistical reasoning skills by continuing their exploration of relationships including: linear systems, similarity, trigonometry, and quadratic functions. This course is for incoming ninth grade students who are recommended by their middle school teacher and is the second of two in the progression to Algebra 2.
Prerequisite: Successful completion of Math 1 or recommendation from middle school teacher

1217 - Math 2 Extended Study Year Grades - 10, 11, 12

The hope for Extended Study is to provide the opportunity for students to build a foundational understanding of algebra, identifying and filling gaps in prior learning, while at the same time accelerating and making space for students to prepare for Algebra 2. With that, the goal is to follow the Math 2 KUD as closely as possible. Another key aspect will be the focus on building a positive math identity for every student.
Prerequisite: Successful completion of Math 1 Foundations

1232- Math 2 Year Grades - 10, 11, 12

Students will continue to develop their algebraic, geometric, and statistical reasoning skills by continuing their exploration of relationships including: linear systems, similarity, trigonometry, and quadratic functions. This course is recommended for students who received a composite score of 2.0 (C) or higher in Core Math 1 and is the second of two in the progression to Algebra 2.
Prerequisite: Successful completion of Math 1

1209 - Algebra 2 Year Grades - 10, 11, 12

Students will explore transformed parent functions and relations, exponential, logarithmic, and quadratic functions. They will reason with these functions and relations to create visual and algebraic models, find specific values, and solve problems. This course is recommended for students who received a composite score of 2.0 (C) or higher in Math 2 or Math 2 Extended Study and prepares students for Trigonometry and Pre-Calculus.
Prerequisites: Successful completion of Math 2 or Math 2 Extended Study

1212 – Advanced Algebra and Trigonometry Year Grades - 10, 11, 12

This course is for students who have successfully completed Algebra 2 and would like to strengthen their algebra and trigonometry skills in preparation for Trig/Precalc or other future math classes. All units studied in this course begin with looking back at past learning to sort out common misconceptions before extending ideas into new more advanced applications. Topics include: quantitative reasoning with radicals & fractions, simplifying & factoring algebraic expressions, using trigonometry to solve both right & oblique triangles, solving a wide variety of equations, and an introduction to probability.
Prerequisites: Successful completion of Math 2 and Algebra 2

1211 - Trigonometry and Pre-Calculus Year Grades - 10, 11, 12

Students will continue to develop their mathematical modeling and problem solving skills through the study and application of algebraic, polynomial, rational, exponential, and logarithmic functions. If time allows, students will also study topics in analytic geometry (conics, parametric equations, and polar equations). Students will need their own graphing calculator for regular use in this course. This course is recommended for students who received a composite score of 2.8 (B-) or higher in Algebra 2.
Prerequisites: Successful completion of Math 2 and Algebra 2

1226 - Calculus Year Grades - 10, 11, 12

Students develop the meaning of the derivative, anti-derivative and fundamental theorem of calculus through an intuitive understanding of position, velocity and how they are related. This course is recommended for students who received a composite score of 2.0 (C) or higher in Trigonometry and Pre-Calculus.
Prerequisite: Successful completion of Trigonometry and Pre-Calculus

1229 - AP Statistics Year Grades - 10, 11, 12

This course is a college level course, which covers all the topics outlined on the College Board's AP Statistics course. Students will collect, analyze, and draw conclusions from both one-variable and two-variable data. In addition, they will use random variables and probability distributions to draw conclusions about data and situations using confidence intervals and significance testing. Graphing calculators, applets, and simulations are integrated throughout the course. Upon completing the course, students are prepared for and have the option to take the AP Statistics exam in May.

Prerequisite: Successful completion of Algebra 2

1215 - AP Calculus AB Year Grades - 10, 11, 12

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

Prerequisite: Successful completion of Trig/Pre-Calculus

1236 - AP Calculus BC Year Grades - 11, 12

This is a college level second semester calculus course that covers topics in parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series as defined by the College Board's AB Calculus Outline. Upon completing the course, students are prepared for and have the option to take the AP Calculus (BC) Exam in May.

Prerequisite: AP Calculus AB

1242 - Computer Programming 1 Semester Grades - 9, 10, 11, 12

This course is for students who already have an interest in computers and want to learn to write programs in a traditional programming language. Students will learn the key concepts of programming: how to accept input, process data, and produce output. They will implement simple algorithms, store data in variables and arrays, and control program flow using conditional and iterative control structures. They will design software solutions to solve problems from various application areas.

Prerequisite: Successful completion of Math 2, or co-enrollment in Math 2 with teacher approval

1243 - Computer Programming 2 Semester Grades - 9, 10, 11, 12

In this course, students will learn the key concepts of object-oriented programming: how to organize and modularize code to create larger applications. They will learn how to create graphical user interfaces. Students will design software solutions to solve problems from various application areas. This course is recommended for students who received a composite score of 2.0 (C) in Computer Programming 1, Computer Science Principles 1, or Robotics.

Prerequisite: Computer Programming 1, Computer Science Principles 1, or Robotics

1244 - Computer Science Principles 1 Semester Grades - 9, 10, 11, 12

This course is for anyone who would like an introduction to the field of computer science. Students learn how computers store data and how to apply computer programming to solving problems. They'll design and create applications using both block and text based coding in an online environment. The programming level is less challenging than in Computer Programming 1.

1245 - Computer Science Principles 2 Semester Grades - 9, 10, 11, 12

This course explores additional topics in computer science, including networks, cybersecurity, file encoding and compression, data analysis, and artificial intelligence. Students also examine computing innovations and computing systems –including the internet, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. This course is recommended for students who received a composite score of 2.0 (C) in Computer Science Principles 1, or Robotics.

Prerequisite: Computer Programming 1, Computer Science Principles 1, or Robotics

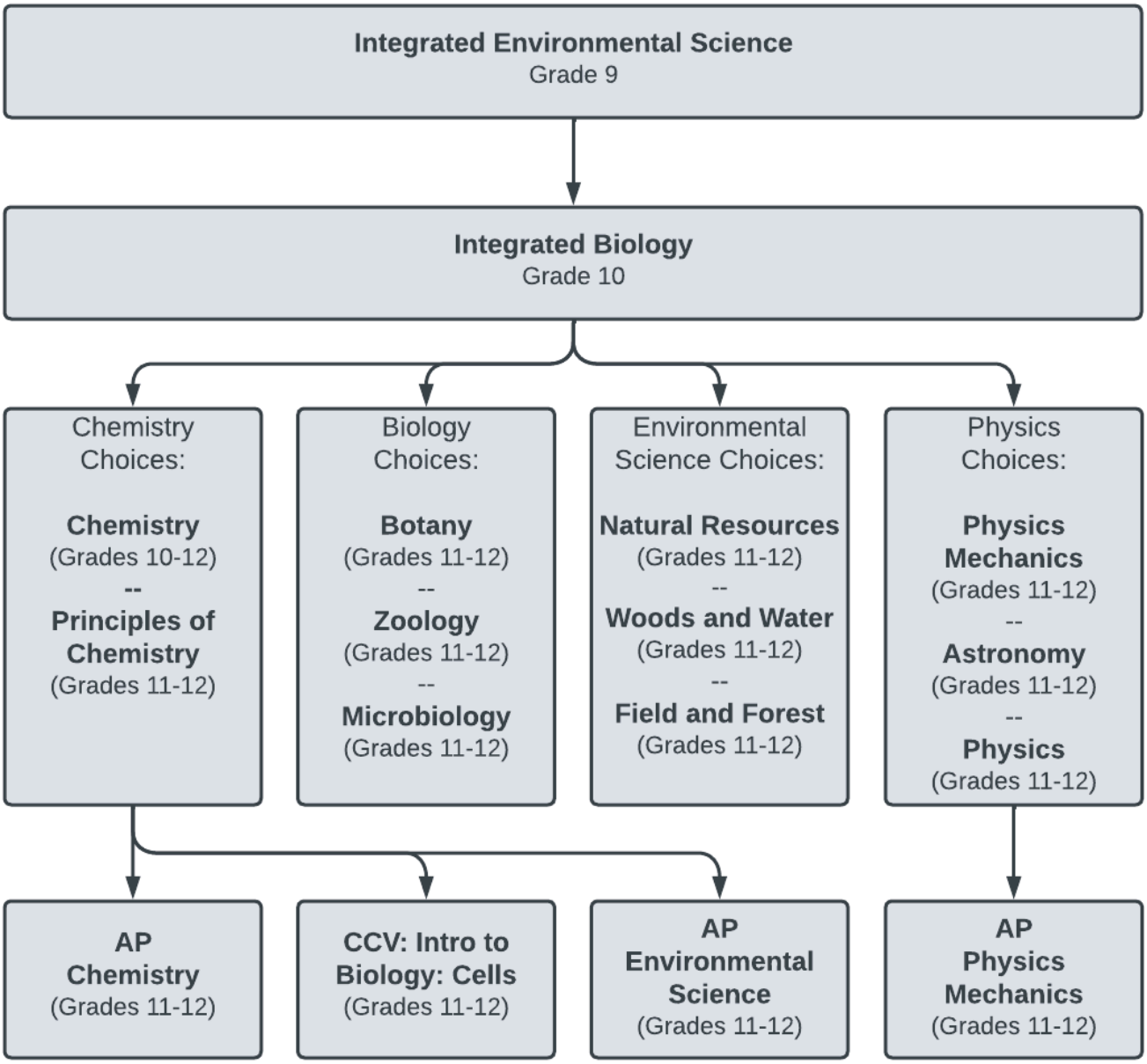
1246 - Data Science Semester Grades - 9, 10, 11, 12

Every math course is about discovering patterns, and this course is no different. In this course you'll develop the ability to mine, discover patterns in, and make meaning out of the sea of data that is driving so much of our world today. In this introductory semester long course, you'll begin by learning the elements of statistics and probability to support your future data analysis. Then you'll learn how to access, clean, aggregate, and interpret data and then apply scientific methods to discover and understand patterns, performance, and trends. You'll learn how to write code to access raw data and/or develop skills to use data analysis tools in existing spreadsheet apps (Google Sheets). You'll be spending large amounts of time looking at data in this course and can expect to be working on a computer at least half the time. This course compliments the learning in AP Statistics when taken before or after that course.

Prerequisite: Math 2, or co-enrollment in Math 2 with teacher approval and one of the following Computer Programming 1, Computer Science Principles 1, or Robotics

SCIENCE

The following flow chart is designed to provide a visual representation of the paths that exist through our Science program. The variety of semester and year-long opportunities for students to explore science allow for deep study or diverse exploration. Discussion with the student's advisor, school counselor, and science teacher are essential in making choices that will best suit their interests and goals.



All students must demonstrate proficiency with the practices outlined below and earn three credits of science for graduation. Our program consists of two yearlong integrated courses that are aligned to Next Generation Science Standards (NGSS), where we view science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. These first two years primarily focus on learning the behaviors that scientists engage in as they investigate the natural world. All students must take Integrated Environmental Science in ninth grade and Integrated Biology in tenth grade and may choose any course, or combination of courses, to fulfill the last credit. The principal goals of science education are to cultivate students' scientific habits of mind, develop their capabilities to engage in scientific inquiry, and teach them how to reason in a scientific context. Our science courses are designed to help students maximize their proficiency in true scientific practice.

These practices include:

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

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

Science Courses

1301	Integrated Environmental Science	1 credit
1330	Integrated Biology	1 credit
1331	Principles of Chemistry	.5 credit
1337	Chemistry	1 credit
1333	Physics Mechanics	.5 credit
1338	Physics	1 credit
1325	Natural Resources	.5 credit
1309	Zoology	.5 credit
1310	Botany	.5 credit
1311	Microbiology	.5 credit
1326	Astronomy	.5 credit
1339	The Science of Climate Change	.5 credit

1314	Woods and Water	1 credit
1905	Field and Forest (1 English & 1 Science credit)	2 credits
1342	CCV: Intro to Biology: Cells and the Genetic Basis of Life	1 credit
1320	AP Chemistry	2 credits
1332	AP Physics C: Mechanics (Calculus-based)	1 credit
1335	AP Environmental Science	1 credit

1301 - Integrated Environmental Science Year Grade 9

Core Environmental Science is an NGSS-aligned course taken by all grade 9 students at CVU. The primary focus is to engage learners in thinking and acting like scientists. Students work on developing the skills scientists engage in, according to the NGSS Scientific Practices. Although the topics of study are considered Environmental Science with a focus on ecology and human impact, fundamental concepts from the physical and life sciences are intertwined to create a more realistic and holistic picture.

1330 - Integrated Biology Year Grade 10

Integrated Biology is an NGSS-aligned course taken by all 10th grade students. The primary focus is to fine tune the scientific skills students obtained in the 9th grade and use those skills to engage in more complex and abstract scientific ideas and problems. The course includes a survey of life sciences such as biochemistry, cell biology, and genetics as well as integration of some physical science concepts like the creation of all matter and energy in the universe. These themes are then carried through and built upon for the remainder of the year.

1331 - Principles of Chemistry Semester Grades 11, 12

This semester-long course covers fundamental principles of chemistry. Students use science practices to develop their understanding of major concepts in chemistry, including: matter and its properties, the atom and the periodic table, compounds and structure, thermochemistry, phases of matter, and chemical reactions. Topics are explored through problem solving and laboratory investigations.

1337 - Chemistry Year Grades 10, 11, 12

This course provides a yearlong chemistry experience. The topics studied in the first semester include measurement, atomic structure, the periodic table and electron configuration, chemical bonding, molecular structure, chemical nomenclature, reactions, and moles. The second semester includes stoichiometry, thermochemistry, gasses, intermolecular forces, liquids, solids, solutions and equilibrium. Additional topics include specific reaction types and reaction rates. Topics are explored through problem solving and laboratory investigations. Students should have a strong background in algebra.

Prerequisite: Enrollment in or successful completion of Algebra 2

1333 - Physics Mechanics Semester Grades 11, 12

A semester-long introduction to mechanical physics through inquiry-based learning and hands-on summative projects. The purpose of the course is to explore modern, real-world applications of mechanical physics. The course is built on the study of different types of forces and includes basic fluid mechanics, forces on the human body and structural forces. Each unit is defined by learning concepts, building models, and using their own observations for analysis. A project-based physics student is expected to work in teams and grow and reflect on their team roles throughout the semester.

1338 - Physics Year Grades 11, 12

This is an algebra and trigonometry based year of physics. Successful physics students should enjoy applying their mathematical knowledge to understand the physical properties of the universe. The course will include a classic introduction to physics topics: motion, forces, energy, waves, sound, light, optics and electricity. Class time is spent exploring the topics through investigations and developing problem solving skills.
Prerequisites: Integrated Biology and Algebra 2

1325 - Natural Resources Semester Grades 11, 12

This course provides an understanding of the physical environment and ecosystem dynamics as well as how social values impact their management; and investigates problems with the use/misuse of our natural resources and current management practices. Students will explore projects such as fish and wildlife management, food systems, energy solutions, and sustainability.
Prerequisite: Integrated Biology

1309 - Zoology Semester Grades 11, 12

"How are we different?" Zoology will focus on answering this inquiry by studying a broad expanse of knowledge about the animal kingdom. This course reviews the evolution and classification of animals, the form, function, and behavior of animals, and their interactions with the environment. We will focus on comparative anatomy and adaptations to explore animals from the most simple to the most complex. This class will build on skills and content from Integrated Biology.
Prerequisite: Integrated Biology

1310 - Botany Semester Grades 11, 12

This course explores the fascinating world of plants, from their roots to their flowers. This course will focus on plant structure and function, reproduction, growth, and responses to the environment through hands-on experiments and investigations. You will gain a deeper understanding of their vital processes, including photosynthesis, water transport, and nutrient absorption. By the end of this course, you will have a greater appreciation for the complexity and importance of plants in the natural world! This course builds on skills and content from Integrated Biology.
Prerequisite: Integrated Biology

1311 - Microbiology Semester Grades 11, 12

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

1326 - Astronomy Semester Grades 11, 12

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

1339 - The Science of Climate Change Semester Grades 11, 12

"If you don't like the weather, wait five minutes." This Vermont adage speaks to the variable nature of weather in a fluid medium (the atmosphere) on a spinning sphere (Earth). This course will cover the fundamentals of weather, climate types and climate change science, building upon 9th grade Integrated Environmental Science learning. We will develop science literacy by looking at current research to examine how long-term average weather patterns create Earth's various climate types, and how human activity is accelerating climate change.
Prerequisite: Integrated Biology

1314 - Woods and Water Semester (1 credit) Grades 11, 12
Woods and Water is an integrated half day program that allows students to deepen their understanding of social and ecological systems using the CVU campus, the Lake Champlain watershed and beyond as our classroom. Within this learning community, students will explore the connectedness of human values and the environment, climate, as well the management of our watersheds. The curriculum emphasizes project-based learning and placed-based education. In conjunction with Nexus, students will earn one credit in Science. Specifically, students will earn credit for Natural Resources and The Science of Climate Change. Students taking this course cannot take Field and Forest.

1905 - Field and Forest Semester (2 credits) Grades 11, 12
Field and Forest is an integrated full-day program that allows 11th and 12th-grade students to deepen their understanding of social and ecological systems using the CVU campus, Shelburne Farms, and beyond as our classroom. Within this learning community, students will explore the connectedness of social justice, environment, climate, and literature with a curriculum that emphasizes project-based learning, reading, writing, and discussion. Students will earn credit in English and science. The English curriculum will be an extension of CVU's writing courses, as well as content that one might experience in a course like Environmental Literature. In science, students will explore curriculum relevant to both Weather and Climate and Natural Resources. Even if students have taken one or more of these courses before, Field and Forest will have a different and interdisciplinary angle. However, students taking this course cannot take Woods and Water.

1342 - CCV: Intro to Biology: Cells Semester (2 blocks/1 credit) Grade 11, 12
In this introductory college biology course, students explore the process of science with hands-on field and laboratory experiments. Topics in this course include the chemistry of life, cell structure and function, cell reproduction, classical and molecular bases of inheritance, and DNA technology. This is a 4-credit college course; students will be scheduled for two blocks (lecture and lab) throughout one semester.

This course is considered a "concurrent class", as this is a CCV(Community College of Vermont)-approved course, taught by a CVU teacher, and during the regular high school day. A dual enrollment voucher is required to be used to access this course. Should a student desire to take this course, but has already used both of their Dual Enrollment vouchers, a small fee will be required to be paid by the student/family to participate in this college course. Additionally, students will need to meet CCV's requirements in order to be placed in this course.
Prerequisites: Integrated Biology and Chemistry, and Acceptance to CCV

1320 - AP Chemistry Year (2 blocks/2 credits) Grades 11, 12
AP Chemistry is a 2 credit course that requires students to be enrolled in two blocks. Advanced Placement Chemistry follows a national curriculum that is approved by the College Board and is designed to be the equivalent of a college general chemistry course. Besides providing students with the necessary skills and knowledge for college chemistry courses, this course is also designed to prepare students for the national AP

Chemistry Exam in May. AP Chemistry uses a college level textbook, offers a rigorous laboratory program, has an emphasis on chemical calculations and principles, and covers course topics in depth. Topics include atoms, molecules, reactions, stoichiometry, thermodynamics, equilibrium and its applications, acids and bases, phases of matter, and kinetics. Success in this course requires a significant commitment to learning both in and out of class.
Prerequisite: Chemistry

1332 - AP Physics C: Mechanics (Calculus-based) Year Grades 11, 12
This class is meant for students who are interested in pursuing a study within a STEM field (engineering, physics, math). The course follows a traditional collegiate first semester physics course which is a calculus-based mechanical study and is aligned with the AP Physics C: Mechanics curriculum. Students should enjoy applying problem solving and math skills to understand the physical properties of their universe. Success in this course requires a significant commitment to learning both in and out of class. Success in this course requires a significant commitment to learning both in and out of class.
Prerequisites: Physics, Physics Mechanics, and Calculus (may be co-enrolled)

1335 - AP Environmental Science Year Grades 11, 12
The AP Environmental Science course requires that students identify and analyze natural and human-made environmental problems (energy consumption, resource extraction, pollution, climate change), evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from Geology, Biology, Environmental Studies, Environmental Science, Chemistry and Geography.
Prerequisites: Integrated Biology and Chemistry or Principles of Chemistry (may be co-enrolled)

SOCIAL STUDIES

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

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

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

Freshman Social Studies/English	(1 credit each)	
1101	Grade 9 Humanities	2.0 credits
Sophomore Social Studies/English	(1 credit each)	
1102	Grade 10 Humanities	2.0 credits
Social Studies Electives open to 10th Grade		
1119	Lake Champlain History of Vermont	.5 credit
1128	Know Your Rights: Democracy 101	.5 credit
1132	Latin American Studies	.5 credit
Social Studies courses for Juniors and Seniors only		
1107	US & the World Part 1 - 1880 - 1945	.5 credit
1141	US in MW Pt2: Int. Studies & For. Policy	.5 credit
1142	US in MW Pt2: Protest, Art & Music	.5 credit
1143	US in MW Pt2: Media, Sports, Recreation	.5 credit
1119	Lake Champlain History of Vermont	.5 credit
1112	Holocaust and Modern Genocides	.5 credit
1108	Economics	.5 credit
1109	AP US Government and Politics	1 credit
1132	Latin American Studies	.5 credit
1128	Know Your Rights: Democracy 101	.5 credit
1135	Human Behavior and Psychology	.5 credit
7395	CCV Intro to Psychology	1 credit
1151	AP Human Geography	1 credit

1101 - Grade 9 Core Humanities: Social Studies Year Grade 9

Core Humanities is a team-taught interdisciplinary course that combines English and Social Studies to explore what it means to be human. This course is centered around the following questions:

Question 1: What does it mean to be human?
Question 2: What happens when cultures converge, collide, and collaborate?
Question 3: What kind of society do we want to create?

Students develop their skills in reading, writing, thinking, and communicating through common learning targets. All Core Humanities students participate in common assessments.

1102 – Grade 10 Humanities: **American Studies (From Revolution to World Power)** Year Grade 10

In this course, students examine the development of the United States from colonial times to the emergence of the nation as a world power through World War 1. Paired with English 10, learners in this heterogeneous classroom hone their problem solving, analytical reasoning, critical thinking, and communication skills. This course provides the historical underpinnings of an understanding of contemporary issues and world events. The coordination with English 10 allows for connections among the themes, ideas and skills addressed in both classes. At times, the classes meet as a combined group to work on joint Social Studies/English projects. At other times, the classes separate to explore issues focusing more independently in each discipline.

1107 - US in the Modern World: Part 1 - 1880-1945 Semester Grade 11

This United States history survey course continues the study of the American experience from 1900 to the end of World War II. The primary focus will be on how the United States engaged with global conflicts and crises like World War I, The Great Depression and World War II. Students will also study the social, political and economic changes happening within the US in this era. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension and communication skills. This course is designed to prepare students to take the *United States in the Modern World Part 2: 1945-Present* as well as other social studies elective courses.

1141 - US in MW Pt2: Int. Studies & For. Policy Semester Grade 11

This survey course continues the study of the American experience from 1945 to the present with a focus on how international events shaped the American experience, and vice versa. This section will study major events of the time period such as the Cold War, the Civil Rights Movement, 9/11, US involvement in Iraq and Afghanistan, and the changing world order. This section will focus heavily on international perspectives and on the US's relationships with other nations in conflicts, peacemaking, foreign aid, international organizations, and global agreements. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, communication and media literacy skills.

1142 - US in MW Pt 2: Protest, Art & Music Semester Grade 11

This United States history survey course continues the study of the American experience from 1945 to the present. This section will study major events of the time period such as the Cold War, Civil Rights and other social justice movements, the post 9/11 world and the evolutions in economic and political landscapes. This particular section will focus on how social movements and protest including art and music have influenced and impacted US national and international policies as well as their influence on American society, culture and economics. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, communication and media literacy skills.

1143 - US in the MW Pt 2: Media, Sports, Recreation Semester Grade 11

This United States history survey course continues the study of the American experience from 1945 to the

present. This section will study major events of the time period such as the Cold War, the Civil Rights Movement, 9/11, US involvement in Iraq and Afghanistan, and the shifting world order. This particular section will focus on how mass media technologies (TV, film, smartphones, Internet, social media, etc.) and entertainment including sports have influenced - and been influenced by - US culture in the 20th and 21st centuries. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, communication and media literacy skills.

1119 - Lake Champlain History of Vermont Semester Grades 10, 11, 12
This course explores the history of Lake Champlain, America's most historic lake, how it affected the history of Vermont and the United States. The course considers how Lake Champlain has influenced and continues to influence the culture of our region through the study of our natural environment, settlement patterns and eras of war and peace.

1128 – Know Your Rights: Democracy 101 Semester Grades 10, 11, 12
Students will learn about their rights and responsibilities as citizens/residents of the United States. They will study elections, law-making, military service and law enforcement. Additionally, students will explore political activism, engage in interest groups, and work to affect change. This class will study the ways in which different segments of American society experience government. Not appropriate for students who have taken, or are currently enrolled in, AP Government and Politics.

1108 – Economics Semester Grades 11, 12
Students taking Economics will learn and apply the principles of Macroeconomics. The use of simulations and the application of economic theories to real world examples will help reinforce the concepts learned in this class. Areas covered in the class will include: supply and demand; GDP; Fiscal and Monetary Policy; and Money and International Trade. The course includes mathematical concepts, graphing and discussions of theory and practice.

1112 - Holocaust and Modern Genocides Semester Grades 11, 12
Students will engage in an analytical study of mass atrocity crimes in the 20th and 21st centuries. The course begins with an in depth case study of the Holocaust, and moves on to consider what makes genocide since 1945 - in areas like Rwanda, Bosnia, Darfur, Myanmar and other areas - both unique and universal. Students will learn the historical context of these genocides with a focus on understanding how systems were created and corrupted in ways that made mass atrocities possible.

1132 - Latin American Studies Semester Grades 10, 11, 12
This semester-long course considers contemporary problems and opportunities in Latin America through the lens of Indigenous people and the environment. The emphasis is on some of the most pressing issues affecting people now and into the future, including water, the role of Indigenous people in shaping solutions to problems, and climate change. This course requires students to engage in authentic processes (meaning this is how the "experts" also learn about these issues) and demonstrate their learning in authentic ways (meaning that most summative assessments of learning look like events that "experts" engage in). Examples include discussions, small group work, and collaborative decision-making.

1135 - Human Behavior and Psychology Semester Grades 11, 12
Human Behavior is an empowering class designed to help students understand the relationship between individual citizens and the larger social systems in which we live. During the first half of the course, we will examine human behavior through the lens of Social Psychology in order to uncover the forces behind dangerous conformity and the bystander effect, which create oppressive regimes and systems. During the second half of the course, we will look at specific effective altruism and peacebuilding strategies that can be

implemented at local, national, and international levels to cultivate equitable and beneficial systems.

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

This course provides an analytical perspective on government and politics in the United States, and prepares students for the AP Exam in May. Students will learn about the foundations of American democracy, how the branches of government interact, civil liberties and civil rights, the range of American political ideologies, and how Americans participate in politics. Students will develop skills in concept application, Supreme Court case application, source analysis, data analysis, and argumentation while connecting the material to current events in Washington, D.C.

7395 - CCV Intro to Psychology Semester Grades 11, 12

This course is a survey of the basic issues, concepts, theories, and methods of psychology. Students explore the scientific approach to understanding human behavior through a study of sensory processes, perception, emotion, motivation, intelligence, learning, and personality formation.

This course is considered a "concurrent class", as this is a CCV (Community College of Vermont)-approved course, taught by a CVU teacher, and during the regular high school day. A dual enrollment voucher is required to be used to access this course. Should a student desire to take this course, but has already used both of their Dual Enrollment vouchers, a small fee will be required to be paid by the student/family to participate in this college course. Additionally, students will need to meet CCV's requirements in order to be placed in this course.

Prerequisite: Acceptance to CCV as a Dual Enrollment student.

1151 - AP Human Geography Year Grades 11, 12

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

WELLNESS

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

1702	Personal Fitness	.5 credit
1703	Lifetime Activities: Sports	.5 credit
1716	Lifetime Activities: Yoga & Mindfulness	.5 credit
1717	Lifetime Activities: Unified Sports	.5 credit
1719	Lifetime Activities: Outdoors	.5 credit
1704	Advanced Fitness Exploration	.5 credit
1705	Contemporary Health Issues	.5 credit
1945	Nexus IS Physical Education	.5 credit

1702 - Personal Fitness Semester Grades 10, 11, 12
This course is designed to provide students with a thorough understanding of fitness principles and the components that contribute to overall well-being. They will learn about the health benefits, physical, social, intellectual and emotional, of regular exercise and how regular exercise positively impacts their physical and mental health. Through a combination of in class activities and practical applications in the fitness center, students will gain the necessary knowledge to set fitness goals, exercise regularly and carry out their own fitness program so that they can maintain an active and healthy lifestyle. This is a graduation requirement and a requirement to apply for outside PE credit.

1703 – Lifetime Activities: Sports Semester Grades 10, 11, 12
In this course, students will gain the skills and knowledge needed to participate in a variety of both team and individual sports and lifelong group activities; such as flag football, badminton, pickleball, ultimate sports, handball, floor hockey, and more! Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

1716 – Lifetime Activities: Yoga & Mindfulness Semester Grades 9, 10, 11, 12
This course is designed to help students develop an understanding around the connection and interplay between mind and body. This course will expose students to physical, spiritual and emotional wellness activities and practices that engage both their mind and body to address self-awareness and self-management.

1717 – Lifetime Activities: Unified Sports Semester Grades 9, 10, 11, 12

This course was developed based on the model created by Special Olympics Vermont's Unified Sports. The course is designed to group students with and without disabilities as co-learners. All students will gain the skills and knowledge needed to participate in a variety of sports and lifelong activities. Additionally, the course will allow students to work and learn with members of our community with whom they do not naturally come into contact in their other courses.

1719 – Lifetime Activities: Outdoors Semester Grades - 9, 10, 11, 12

In this course, students will gain the skills and knowledge needed to participate in a variety of lifelong activities while enjoying the natural beauty of Vermont in all seasons. Activities may include hiking, archery, canoeing, disc golf, snowshoeing, and more! Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

1704 - Advanced Fitness Exploration Semester Grades 10, 11, 12

This course will build on the information gained in personal fitness. Students will continue setting personal health goals using the SMART goal format and use the FITT principle to design individual workouts. It will also engage students who have a greater desire to expand fitness center knowledge and principles of fitness allowing students to discover their own pathway and fitness related interests they can continue to explore outside of school. Students will be expected to workout in the fitness center each class to be able to focus on their fitness goals.

Prerequisite: Personal Fitness

1705 - Contemporary Health Issues Semester Grades 10, 11, 12

This course will investigate and discuss contemporary health-related issues in the areas of drugs and society, public health, and health and sexuality. Students will develop a comprehensive understanding of the issues from multiple perspectives.

1945 - Nexus IS Physical Education Semester Grades 10, 11, 12

Students may choose to receive credit through interscholastic sports or outside activities in place of taking Lifetime Activities **In order to obtain PE credit through this process, the student must first have successfully completed Personal Fitness.** CVU students who participate in extracurricular activities that are deemed comparable to an Independent Study experience are able to earn up to .5 credits in the respective subject area they are immersing themselves in.

These experiences must fit the following criteria:

- Be a CVU sponsored extracurricular activity that is available to students in an equitable manner.
- Be supervised by an adult with expert level experience in the area who is able to give feedback and manage the experience.
- Be able to show evidence of learning/growth through the collection of evidence and reflection on your process.
- These experiences are primarily but not limited to our Athletics programs.

Requirements:

1) Join the Google Classroom for Alternate PE Credit
2) Successfully complete the program. Determined by your program director/coach.

3) Submit a 1-2 page written reflection **or** a presentation that addresses evidence of learning by the end of semester activity started (winter activities end of snapshot 3).
4) At the end of each semester, the Wellness director will award credit to those who have completed the process.

WORLD LANGUAGES

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

The CVSD World Language teachers have the curriculum, proficiencies, and standards for World Language K-12 studies that are available for review at any time.
It is the recommendation of the World Language Department that, in order for students to matriculate to the next World Language level, they need to earn a 2.0 or higher. Students scoring less than a 2.0 who want to take the next level of that specific World Language course need to have a conversation with their School Counselor and current Language Teacher to determine if appropriate, if additional work is required prior, or if the original course should be repeated and/or a new language taken.

1401	French I	1 credit
1402	French II	1 credit
1403	French III	1 credit
1404	French IV	1 credit
1405	French V	1 credit
1407	Spanish I	1 credit
1408	Spanish II	1 credit
1409	Spanish III	1 credit
1410	Spanish IV	1 credit
1411	Spanish V	1 credit
1412	Latin I	1 credit
1413	Latin II	1 credit
1414	Latin III	1 credit
1415	Latin IV	1 credit

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

French 1- This course is for those who wish to begin or refresh their study of French. Students will learn to communicate as well as explore culture and communicate about daily life and activities by speaking, writing, reading and listening. Topics include school, numbers, colors, weather, friends, home, food, shopping, and leisure activities.

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

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

Prerequisite: Successful completion of French I

1403 - French III Year Grades 10, 11, 12

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

Prerequisite: Successful completion of French II

1404 - French IV Year Grades 11, 12

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

Prerequisite: Successful completion of French III

1405 - French V Year Grades - 11, 12

This course is intended to increase students' language proficiency and knowledge of French-speaking cultures in a variety of settings (current events, advertising, art exhibitions, contacts with native speakers, presentations, etc.). The works studied include: poetry, cinema, popular music, short fiction, and news articles. Students engage in class debates, give and critique presentations, write original works, perform skits, and complete a student-directed project.

Prerequisite: Successful completion of French IV

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

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

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

Students continue to learn and practice vocabulary and grammar, building on what they learned in Spanish I. Students learn to express themselves and obtain information in a variety of practical situations. Students

also learn to narrate and describe using the past tenses. All major areas of language learning are emphasized: listening, speaking, reading, writing, and cultural awareness.

Prerequisite: Successful completion of Spanish I

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

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

Prerequisite: Successful completion of Spanish II

1410 - Spanish IV Year Grades - 11, 12

This course requires students to communicate exclusively in Spanish. Material is presented and practiced in thematic units. Students will improve oral and written communication in Spanish through a variety of activities including reading, presenting, participating in class discussion, performing informal skits, and writing. More emphasis is placed on grammatical accuracy and correct pronunciation as the year progresses.

Prerequisite: Successful completion of Spanish III

1411 - Spanish V Year Grade - 12

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

Prerequisite: Successful completion of Spanish IV

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

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

1413 - Latin II Year Grades 10, 11, 12

In this course, students expand upon the vocabulary and grammatical structures of Latin I in order to read more complex Latin stories. Students conclude their study of the Roman resort town of Pompeii and move to other areas of the Roman Empire. The students continue the study of English vocabulary derived from Latin words.

Prerequisite: Successful completion of Latin I

1414 - Latin III Year Grades 10, 11, 12

This course examines the grammatical structures of pronouns, irregular verbs and basic subordinate clauses through more advanced readings. Students continue the expansion of their Latin vocabulary and make connections to the English language through derivatives. Students also study the Roman expansion into provinces, medicine, and divination.

Prerequisite: Successful completion of Latin II

1415 - Latin IV Year Grades 10, 11, 12

This course examines the grammatical structure of the subjunctive mood through more advanced readings. Students continue the expansion of their Latin vocabulary and make connections to the English language through derivatives. Students study the culture of Roman religious practices and learn about the Roman Army and its impact on the Roman Empire.

Prerequisite: Successful completion of Latin III

Other Elective Course Offerings

5100 - Intro to Interior Design Semester Grades 9, 10, 11, 12

* Pilot class for 26-27 School year *

The Intro to Interior Design elective introduces students to the elements and principles of interior design, drafting basics and materials selection while exploring the history of styles and trends. Students will create color palettes, mood boards, and a room design client simulation project.

5101 - Intro to Design Thinking Semester Grades 9, 10, 11, 12

* Pilot class for 26-27 School year *

In this inquiry-based, project-focused course, students explore who they are, where they belong, and how they can build a meaningful future through authentic, hands-on projects. Students investigate identity through multimedia storytelling, map the people and places that make their community meaningful, and explore careers and life pathways through research, interviews, and storytelling. Through these experiences, students develop creativity, communication, critical thinking, collaboration, and self-direction.

2000 - Project Academy Year Grades 9, 10

Project Academy is a project-based learning program where students build literacy, numeracy, and problem-solving skills through meaningful academic experiences connected to real-world challenges, community, and career exploration. The program creates a supportive learning community where students are active participants, develop confidence and a sense of belonging, and discover purpose, challenge, and joy in learning. Students leave prepared with the skills, experiences, and confidence needed for success in their next educational step.

Full Year, 4 Block program. Students successfully completing this full-year program will earn 4 credits, one in each of English, Math, Social Studies, and Science.