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Montpelier
High School

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"Students will be capable, motivated contributors to their local, national and world communities."

February 2025

Dear Students and Families of MHS,

I am pleased to present the Program of Study for the 2025-2026 school year. Montpelier High School continues to offer rigorous and relevant coursework across a broad spectrum of academic subjects and interests. We continue to expand the opportunities for students to personalize their learning while maintaining the high-quality programming for which Montpelier High School is well known. I encourage you to carefully read through the Program of Studies; the opportunities to shape your learning experience depend, in part, on your taking advantage of the options made available.

The 2025-2026 Program of Studies reflects updates to our courses, flexible pathways map, and information on Learning Expectations (LE's). Additionally, this program of studies reflects Vermont's adopted Educational Quality Standards, and thus, our core courses are organized within those categories.

In the coming weeks, 8th grade students and their guardians will meet individually with their MHS school counselor to select courses and design a course of study that will meet their unique educational needs and interests. Additionally, 10th, 11th, and 12th graders will be meeting with their teacher advisors and/or school counselor. We hope you have fun with this chance to plan your future at MHS. Guardians will be asked to sign off with final approval of their student's educational program.

The MHS Program of Studies is a living document. Given that it is created in December of 2024 for the Fall of 2025, there is a chance that small changes and adjustments will be made, including some potential changes to the Learning Expectations (LEs) and course Content Proficiencies (CPs) listed for each course. Any program of studies adjustments will be updated in the digital version of the document which will be maintained online. If any major shifts take place, we will alert students and families directly by email and traditional mail.

I hope that you will enjoy this chance to explore your options and plan a personalized 2025-2026 school year. I encourage you to reach out to teachers, former students, current students, or anyone who may be helpful in explaining more than what is provided here. And as always, if you have any questions or concerns, please ask.

Sincerely,

Jason Gingold
MHS Principal

NOTICE OF NON-DISCRIMINATION

Enrollment in all courses at Montpelier High School and at the affiliated career center is open to all students regardless of race, color, national origin, sex, handicaps, limited English proficiency, or age.

MESSAGE FOR ALL STUDENTS

Your experience at MHS can be more tailored to your interests and strengths more than ever before and will be based upon your demonstration of knowledge in predetermined areas of learning, called proficiency indicators. This will push you to become a more independent learner and provide a wider variety of options for you to demonstrate your skills and knowledge. With this opportunity comes added responsibility in self-monitoring, motivation, and reflection of your learning.

Montpelier High School students are **REQUIRED** to complete 23 credits in order to graduate and demonstrate a proficiency in Montpelier High School's 8 Learning Expectations (LE or LEs). The 23 credits and the 8 MHS LEs fall within the 8 broad categories of proficiency listed below.

GRADUATION REQUIREMENTS

Total number of core credits required: **23**

Total number of areas in which to demonstrate proficiency: **8**

Including demonstration of proficiency in Montpelier High School's 8 Learning Expectations.

ENGLISH LANGUAGE ARTS AND LITERACY

Requirements: Demonstration of proficiency equivalent to 4 credits of the courses listed in the MHS Program of Studies (and their given content related proficiency indicators).

MATH

Requirements: Demonstration of proficiency equivalent to the 3 credits of the courses listed in the MHS Program of Studies (and their given content related proficiency indicators).

SCIENCE

Requirements: Demonstration of proficiency equivalent to the 3 credits of the courses listed in the MHS Program of Studies (and their given content related proficiency indicators).

GLOBAL CITIZENSHIP (SOCIAL STUDIES)

Requirements: Demonstration of proficiency equivalent to the 3 credits of the courses listed in the MHS Program of Studies (and their given content related proficiency indicators).

VISUAL & PERFORMING ARTS (FINE ARTS)

Requirements: Demonstration of proficiency equivalent to 1 credit of the courses listed in the MHS Program of Studies (and their given content related proficiency indicators).

PHYSICAL EDUCATION

Requirements: Demonstration of proficiency equivalent to 1.5 credits of the courses listed in the MHS Program of Studies (and their given content related proficiency indicators). Being physically active daily supports cognitive and emotional functioning. Taking additional PE credits is encouraged for students not involved in regular physical activity.

HEALTH

Requirements: Demonstration of proficiency equivalent to the 0.5 credit of the courses listed in the MHS Program of Studies (and its given content related proficiency indicators).

MHS LEARNING EXPECTATIONS

Demonstration of proficiency in each of the 8 MHS Learning Expectations: Communication, Citizenship, Wellbeing, Critical Thinking, Creativity, Habits for Success, Writing and Reading. Proficiency will be determined by a running average that will be automatically calculated and reported in the PowerSchool portal. That score will be an average score of each of the 8 Learning Expectation categories which will be reported on student transcripts.

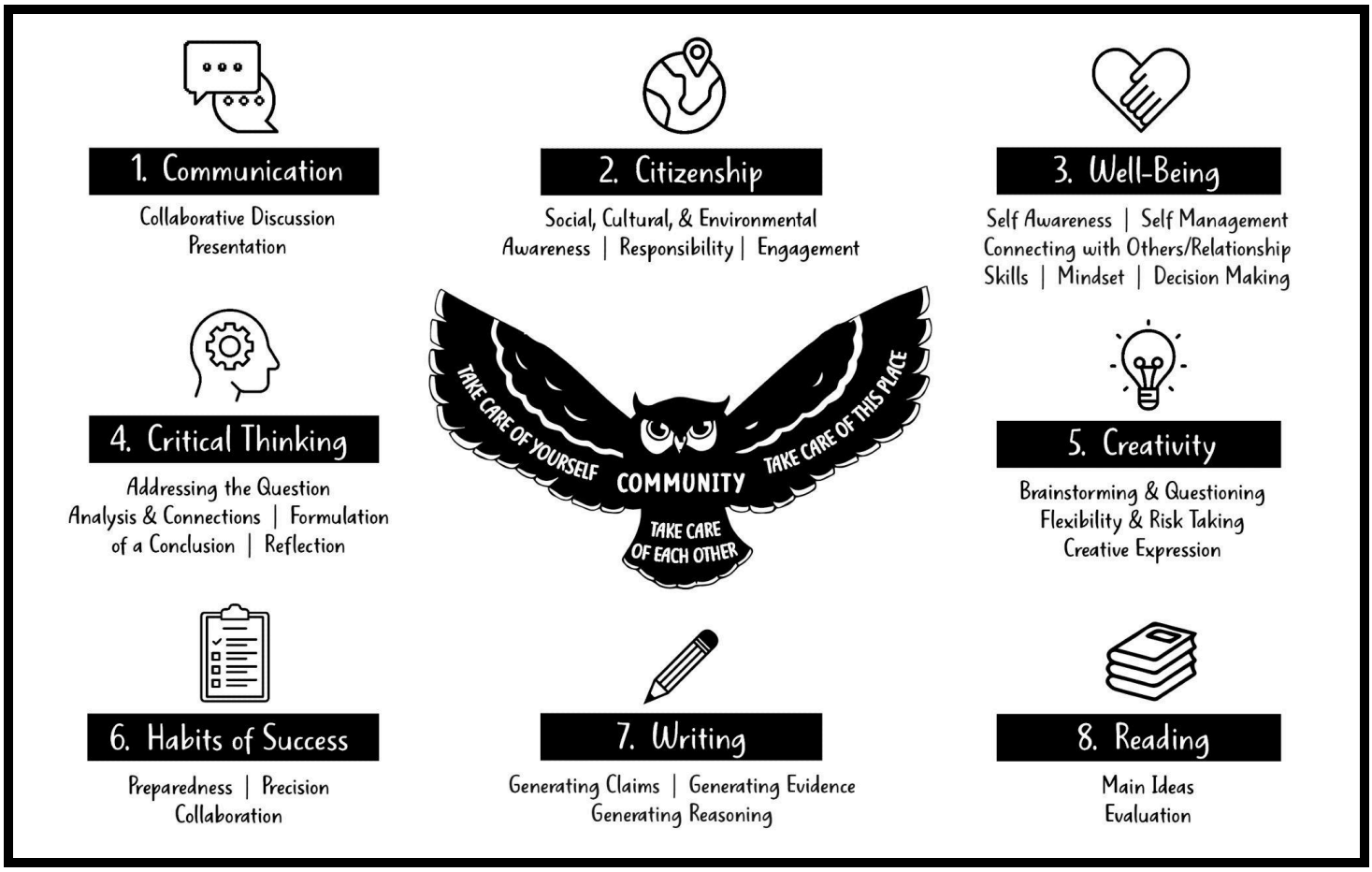
ADDITIONAL CHOICE CREDITS

Requirements: In order to enhance learning and increase flexibility, students have the opportunity to select additional areas of learning. Students are expected to demonstrate proficiency equivalent to any additional 7

choice credits. **NOTE:** All MHS courses are based upon proficiency indicators: connected to Vermont's Educational Quality Standards suggested graduation proficiencies and/or discipline specific national standards.

Students who transfer to MHS from other High Schools are required to meet the MHS Graduation and Learning Expectations, and total credit 23.
Students who are deficient or have courses of "waived" by previous institutions may be required to take additional courses at MHS to meet the graduation requirements.
LINK: http://education.vermont.gov/pbgr/sample-pbgr

MRPS LEARNING EXPECTATIONS



MONTPELIER HIGH SCHOOL LEARNING EXPECTATIONS

Montpelier High School's Learning Expectations (LEs) are the transferable skills that have been identified as most important for becoming capable, motivated contributors to your local, national, and global communities. It is well documented that many of the jobs of tomorrow are yet to be determined. People your age will face complex problems and will develop new ways of creating value in the economy. The Learning Expectations are not fixed, but for the time being, these seven skills have been carefully identified and articulated to ensure your capability to contribute to your community.

How will you demonstrate proficiency in these vital skills? You will notice that there is no specific class for the given LEs. Instead, the LEs are interwoven throughout the course offerings at MHS, and throughout all of your learning experiences beyond the walls of the school building. An average of your scores can be found within your PowerSchool portal and will be recorded on your school transcript. The better that you know the LEs and their corresponding proficiency rubrics, the more often you will be able to recognize your learning in those skills.

You are required to demonstrate proficiency in each of the LEs in order to graduate. This work is highly valued by our learning community. We view these skills as essential and believe this will, in part, allow you to view your whole life as an ongoing opportunity to learn. While some schools may require logged volunteer hours or capstone

projects, MHS emphasizes the importance of knowing and reflecting on these transferable skills. Each year students will have the chance to connect, reflect, and share their learning in our annual student led conferences.

IMPORTANT NOTE ON LE 6.1 HABITS OF SUCCESS: PREPAREDNESS

LE 6.1 Habits of Success: Preparedness is embedded in every class here at MHS and is graded separately from the other LEs. Though not listed individually under each course, students are expected to follow every facet of LE 6.1, including arriving on time daily with a mindset focused on learning. Students are expected to hand in completed work in a timely manner and with proof of effort toward completion. Preparedness rubrics are stated for each class or unit, and students are expected to grow as learners over the course of their four years at MHS. Preparedness cannot be "made up" or "re-taken" during make-up days.

GUIDE TO PERFORMANCE EXPECTATIONS OF COURSES

HONORS (H): In choosing an honors-designated course, students are committing to a course which may require prerequisites, the degree of complexity may be greater, and there will likely be times when students will be asked to extend the instruction independently to tackle additional material.

ADVANCED PLACEMENT (AP): The Advanced Placement program enables students to pursue college-level studies, with the opportunity to earn college credit, advanced placement or both, while still in high school.

COLLEGE PREPARATION

While admission requirements are dynamic, the University of Vermont is a good guideline to follow. This is only a guide – please do specific planning with your school counselor, as your post-secondary pathway may require different course and learning experience selections.

ENTRANCE REQUIREMENTS AND RECOMMENDATIONS BY UVM (as a guide)

MINIMUM ENTRANCE REQUIREMENTS

All applicants must complete the following prior to enrolling at UVM:

- 4 credits of english
- 3 credits of mathematics (Algebra I, Geometry, Algebra II, or equivalents)
- 3 credits of social science (social studies)
- 3 credits of natural or physical science, including a lab science
- 2 credits of the same world language: American Sign Language meets this requirement.

Additionally, all applicants apply to 1 of 7 schools and colleges according to the major selected.
(Note: 1 college semester course generally substitutes for 1 high school credit).

AGRICULTURE & LIFE SCIENCES

Required: 1 credit of Biology and 1 credit of Chemistry for science majors.
Recommended: 1 credit of Physics, at least 4 years of high school math (Precalculus/Calculus preferred)

ARTS & SCIENCES

Recommended: Coursework across the span of liberal arts disciplines; 4 years of math, including Trigonometry; World Language study all 4 years of high school.

BUSINESS ADMINISTRATION

Required: 4 years of math with high achievement, including at least 1 year beyond Algebra II, Trigonometry, Precalculus. Calculus is preferred.

EDUCATION & SOCIAL SERVICES

Required: 1 year of Biology for Human Development and Family Studies and Social Work majors. Recommended: Additional math and science coursework for teacher education majors.

ENGINEERING & MATHEMATICS

Required: 4 years of math, including Trigonometry or Precalculus. 1 year of Chemistry and 1 year of Physics for engineering majors. 2 years of any laboratory-based science (Biology, Chemistry, etc).

ENVIRONMENTAL & NATURAL RESOURCES

Required: 1 year of Biology and 1 year of Chemistry or Physics. Additional year of college preparatory math beyond Algebra II.

NURSING & HEALTH SCIENCES

Required: 1 year of Biology and 1 year of Chemistry, 4 years of math, including Trigonometry or Precalculus. Recommended For all majors outside of nursing: 1 year of high school Physics for Medical Radiation Sciences, Exercise and Movement Sciences, and Athletic Training majors.

NOTE: Post secondary technical schools and colleges emphasize math and science and require high school preparation in both disciplines. Requirements for admission vary according to the chosen career fields.

ENGLISH

ENGLISH 9

This course focuses on establishing foundational critical thinking, reading, and writing skills. Students will explore a wide range of texts, some assigned and some of choice, concentrating on gathering textual evidence and analyzing it primarily through the context of rich class discussions and carefully constructed writing pieces. Students will participate in regular small group and class-wide discussions that require careful analysis of evidence, open-minded consideration, and the formulation of thoughtful responses. Additionally, we will explore both traditional literary favorites and contemporary fiction along with regularly analyzing the author's craft, and participating in writing revision work.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 3.2 Well-Being: **Self Management**

CONTENT AREA PROFICIENCY INDICATORS:

- Prepare and explicitly draw upon that preparation to stimulate thoughtful exchanges of ideas through discussion.
- Analyze evidence from texts to support analysis, reflection, and research.
- Analyze how complex characters develop over the course of a text.
- Analyze arguments and write precise claims using evidence and analysis to support claims.
- Analyze point of view and determine what the author says about individual and social attitudes.

1 Credit per Year

ENGLISH SEMINAR

In this course, students will read, discuss, and write in class just about every day. Through small group and whole class discussions, we will engage with a diverse array of current and historical voices in English literature. Together, we will ask questions about how the perspectives in the texts relate to issues in the world beyond the pages. We'll read and discuss excitingly complex short stories, poems, novels, and memoirs as we engage in literary analysis and criticism. Together, we will learn to take notes on the text, identify big ideas, and explain how the themes in these texts offer sophisticated insights about ourselves and our world. Notes will be used as a resource for discussion and as an outline for writing. In most units, texts are assigned and read as a whole class, while some units involve analyzing a text of choice. Small and large group discussion, as well as reading outside the classroom are a required part of the class, and assessments include class notes, short-answer text analysis questions, and formal paragraphs and essays. Students will come away from the course with enduring understandings about the ways that literary authors construct meaning through specific language choices and the ways that we can use writing to support interpretations of the text through analysis of these language choices.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 1.2 Communication: **Presentation**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Determine the theme or central idea of a literary text.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Analyze how two or more texts address similar themes or topics in order to build knowledge.
- Come to all discussions prepared.

1 Credit per Year

BE HERE NOW *"Identity, Community, and Place-Based Literacies"*

In this course, students will draw on their own experiences and their connection to place while reading and writing in various informational and literary genres. Each week, we will engage with a wide range of perspectives through a variety of real-world texts that will help us better understand the ways identities are shaped by social and environmental contexts.

We will read magazine and news articles, memoirs, opinion pieces, poems, stories, and graphic novels, view short films and informational videos, all viewed at various angles through the related lenses of identity, community, and place. These texts will serve as subjects for our own writing and as models for creating texts in a variety of mediums with different audiences and purposes. Students will be responsible for selecting topics and texts of interest based on models provided by the teacher, and small and whole-group discussion will be used for text analysis and peer-feedback.

Goal-setting, self-assessment of progress, presentation of work, and revision based on feedback are a required and substantial part of the class. Students will come away from the course with enduring understandings about themselves, their community, and their environment as well as skills for analyzing and interpreting texts that appear in various academic and non-academic contexts.

LEARNING EXPECTATIONS:

LE 1.2 Communication: **Presentation**
LE 2.1 Citizenship: **Social, Cultural, and Environmental Awareness**
LE 4.2 Critical Thinking: **Analysis & Connections**

CONTENT AREA PROFICIENCY INDICATORS:

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Use description, sensory language, and precise details to create a vivid picture of characters, settings, and events in narratives
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text
- Consider how social, historical, and geographical factors impact people's experiences and perspectives

1 Credit per Year

INTERPRETATIONS OF LITERATURE HONORS

Many styles of literary theory are used to analyze literature--this course focuses on the study of a few of these critical approaches. The first semester focuses on the study of a few foundational styles of literary criticism such as New Criticism, Reader-Response, and Deconstruction to analyze messages found in cultural products such as literature, music, advertising, and film. Second semester focuses on ideological styles of literary criticism such as gender studies and post-colonial theory. While the course draws upon a variety of texts from popular culture, each unit focuses on a classic work of literature such as *The Great Gatsby*, *Bartleby the Scrivener*, *The Things They Carried* and *The Hate U Give* to which to apply critical analysis. Students are expected to participate in whole class and small group discussion and work independently to complete formative and summative assessments.

LEARNING EXPECTATIONS:

LE 6.2 Habits for Success: **Precision**
LE 7.1 Writing: **Generating Claims**

CONTENT AREA PROFICIENCY INDICATORS:

- Establish a claim/thesis/purpose.
- Selecting and using details/evidence.
- Strengthening argument with analysis/commentary/reasoning.
- Generating narratives to develop real experiences or events using effective techniques.
- Analyzing style and tone.

- Analyze the meaning and role of figurative language in context.
- Analyzing language.

1 Credit per Year

INTERPRETATIONS OF FILM

In this course, students learn how filmmakers manipulate cinematic techniques to create meaning for the audience. The course primarily focuses on the analysis of the directorial choices used to create meaning for the audience. Students will consider how meaning is constructed in visual sources. Key texts include modern and classic film clips as well as whole films. The first semester is devoted to understanding cinematic techniques while the second semester concentrates on the American myth as expressed through genre film. Additionally, during the second semester students will create their own short films. Students are expected to read and view assigned texts in class and for homework. Students are also expected to work independently and collaboratively, participate in class discussion and use media equipment responsibly.

LEARNING EXPECTATIONS:

LE 6.2 Habits for Success: **Precision**
LE 7.1 Writing: **Generating Claims**

CONTENT AREA PROFICIENCY INDICATORS:

- Generating text organization and structure.
- Selecting and using details/evidence.
- Strengthening argument with analysis/commentary/reasoning.
- Analyzing point of view & purpose.
- Generative narratives to develop real or imagined experiences or events using effective techniques.

1 Credit per Year

CREATIVE WRITING

POETRY (S1) -or- PROSE (S2)

Creative Writing is available to juniors and seniors. Students may take the course either for a single semester or for the full year. The first semester is devoted to studying the writing of poetry. Second semester is devoted to studying the writing of prose (short fiction and various creative non-fiction styles).

Through studying the works of others, submitting to writing exercises, and perfecting the fine art of revision, Creative Writing will challenge students to become literary artists. Emphasis will be placed on building a writing community, literary experimentation, attention to detail and precision, the business of authorship, and developing aesthetics. Work by other writers will be studied. Students will complete weekly writing exercises or other assignments to be collected in a growing portfolio of work. Students will share their writing with each other, and work toward ways of sharing it with larger audiences.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 1.2 Communication: **Presentation**

CONTENT AREA PROFICIENCY INDICATORS:

- Use poetic and/or literary devices, precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

0.5 Credit per Semester

JOURNALISM I

This year-long course is designed for students interested in developing their writing skills and learning about the ever-evolving world of media. This course explores traditional forms of news writing; the basics of AP style and editing; the rights and ethical responsibilities of a journalist; and the power of the written word in modern society. Throughout this course, students will have the opportunity to research, write, and edit original articles using a

variety of news structures. Students taking this course will be expected to complete all class readings, hold discussions, perform interviews, and present findings on a range of journalistic topics.

LEARNING EXPECTATIONS:

LE 2.2 Citizenship: **Responsibility**
LE 4.4 Critical Thinking: **Reflection**

CONTENT AREA PROFICIENCY INDICATORS:

- Write clear, and informative, authentic news and profile articles to examine/convey newsworthy ideas.
- Evaluate a wide range and level of informational print and online media.
- Discuss the coverage and impact of significant past and current events.
- Present information, findings, and supporting evidence to convey a clear and distinct purpose.
- Analyze how a literary text addresses and reflects on real-world themes and/or topics.

1 Credit per Year

ADVANCED PLACEMENT LITERATURE AND COMPOSITION (AP)

This very rigorous class is appropriate for students who are ready for a college level experience and enjoy reading fiction. Students will read at least two books over the summer and complete written literary analysis before the semester begins. During the year, we'll read 5+ novels from the AP curriculum list, at least one full play by Shakespeare, traditional as well as modern poetry. The focus of the class will be on increasing students' literary fluency and insight through frequent reading, analytical writing, and graded discussions. Writing assignments will vary from short-answer, formulaic thesis statements to complete essays showcasing a students' ability to establish a claim, select relevant evidence and explain a line of reasoning. There will be substantial reading assigned most nights. AP Literature students are highly encouraged to take the AP Exam in May.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 1.2 Creativity: **Presentation**

CONTENT AREA PROFICIENCY INDICATORS:

- Determine the central ideas and provide an effective summary.
- Use domain specific words to manage complex topics at an advanced level.
- Examine figurative and connotative language.
- Analyze multiple interpretations; respond thoughtfully to diverse perspectives.
- Determine an author's point of view, and analyze how style and content contribute to the purpose.
- Integrate multiple sources of information presented in different formats to address a problem.
- Produce clear, coherent writing appropriate to the task.
- Write narratives to develop real or imagined experiences using effective technique and details.

1 Credit per Year

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION (AP)

This class is appropriate for students who want to improve the quality and persuasiveness of their written and verbal arguments. Students will read one non-fiction text of their choice over the summer, paying close attention to the way the author organizes their ideas. During the year, we'll unpack various nonfiction texts - podcasts, public speeches, letters, essays and memoirs to name a few - to explore the complex relationship between speaker, subject and audience (the rhetorical triangle). The focus of the class will be on increasing students' awareness of the actual art of creating impactful arguments. Students will practice their writing and public speaking skills in short, personal written responses as well as longer written analytical essays and public presentations. AP Language students are highly encouraged to take the AP Exam in May.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 1.2 Communication: **Presentation**

CONTENT AREA PROFICIENCY INDICATORS:

- Determine the central ideas and provide an effective summary.
- Use domain specific words to manage complex topics at an advanced level.

- Examine figurative and connotative language.
- Analyze multiple interpretations; respond thoughtfully to diverse perspectives.
- Determine an author's point of view, and analyze how style and content contribute to the purpose.
- Integrate multiple sources of information presented in different formats to address a problem.
- Produce clear, coherent writing appropriate to the task.
- Write narratives to develop real or imagined experiences using effective technique and details.

1 Credit per Year

MATHEMATICS

MATH DEPARTMENT: INTEGRATED ALGEBRA/GEOMETRY COURSE

*Incoming 9th graders have an option to enroll into **Integrated Algebra/Geometry** instead of **Algebra I,** our freshman Math class. If you are interested in this option, please see the criteria below.*

*To enroll in **Integrated Algebra/Geometry** in 9th grade:*

- ★ *Students must pass a test in June administered by MSMS that summarizes the content of 8th grade **Algebra** concepts.*
- ★ *Students must be proficient in each area of the test to be eligible for this course and there will be no retake option.*
- ★ *Doubling up in Algebra 1 and Geometry is still an option for those who want full year courses.*

ALGEBRA I

This course is designed to introduce the student to the power of generalizing math through algebra. An integrated approach will include topics in algebra, graphing, functions, inequalities and real number systems. Emphasis will be on individual and group problem-solving. Student connections between the algebraic, numerical, and graphical representations of expressions will be emphasized.

LEARNING EXPECTATIONS:

LE 4.3 Critical Thinking: **Formulation of Conclusion**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Create and solve equations and inequalities.
- Create and graph linear equations and inequalities.
- Generate and solve systems of equations and inequalities.
- Interpret function notation; evaluate and graph functions.
- Simplify, solve, and graph quadratic functions.
- Generate and use exponential functions.

1 Credit per Year

INTEGRATED ALGEBRA/GEOMETRY

This course is designed to provide students with an accelerated curriculum that combines Algebra and Geometry concepts into a single year. This integrated approach will emphasize the connections between Algebra and Geometry by including the following topics: exponential functions, inequalities, systems of equations and inequalities, quadratic functions, circles, angles, Pythagorean Theorem applications, and trig ratios. Emphasis will be on individual and group problem-solving. **Prerequisite**: Successful completion of each unit in the pre-test.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Create and graph linear equations and inequalities.
- Generate and solve systems of equations and inequalities.
- Interpret function notation; evaluate and graph functions.
- Simplify, solve, and graph quadratic functions.
- Generate and use exponential functions.
- Prove and apply theorems about lines, angles and triangles.
- Apply the Pythagorean Theorem and previously proven line and angle theorems to create novel proofs of geometric relationships.
- Prove similarity and congruence to solve problems about triangles and other polygons.
- Prove and apply theorems about parallelograms and other quadrilaterals.
- Define trigonometric ratios and solve problems involving right triangles.
- Understand and apply theorems about circles.

1 Credit per Year

GEOMETRY

This course approaches Euclidean Geometry with an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract and concrete mathematical concepts and real-world problems. Students are exposed to proofs and different technological tools and manipulatives as they discover geometric relationships. There is an emphasis on applying algebra skills to geometry topics. Topics include parallel lines, polygons, perimeter, area analysis, volume and surface area analysis, similarity and congruence, right-triangle trigonometry, and analytic geometry. Additional topics may include geometric art projects and computer programming.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 5.2 Creativity: **Flexibility & Risk Taking**

CONTENT AREA PROFICIENCY INDICATORS:

- Prove and apply theorems about lines, angles and triangles.
- Apply the Pythagorean Theorem and previously proven line and angle theorems to create novel proofs of geometric relationships.
- Prove similarity and congruence to solve problems about triangles and other polygons.
- Prove and apply theorems about parallelograms and other quadrilaterals.
- Define trigonometric ratios and solve problems involving right triangles.
- Understand and apply theorems about circles.

1 Credit per Year

ALGEBRA II

This course is a continuation of concepts introduced in Algebra I and Geometry. Students will develop a greater understanding of earlier topics. New topics will include linear systems, quadratic, exponential, square root, absolute value, power functions, logarithms and polynomial functions. Mathematical reasoning, problem solving, and use of graphing calculators will be stressed.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Solve quadratic equations in one variable.
- Graph functions expressed symbolically and show key features of the graph.
- Express the inverse of an invertible function algebraically and graphically and produce an invertible function from a non-invertible function by restricting the domain.

- Manipulate expressions involving positive and negative rational exponents and radicals using exponent properties. Use logarithms to solve exponential equations, graph exponential and logarithmic functions.
- Simplify higher-degree binomial expansions and solve factorable higher-degree polynomial equations.
- Find the conjugates and moduli of complex numbers, manipulate complex numbers and solve second-degree polynomial equations that have complex roots.
- Manipulate Polynomials using operations and solve factorable higher-degree polynomial equations.

1 Credit per Year

ALGEBRA II HONORS

This is a more in-depth continuation of concepts introduced in Algebra I and Geometry. Students will develop a greater understanding of earlier topics. New topics will include linear systems, quadratic, exponential, square root, absolute value, and power functions, logarithms and polynomial functions. Mathematical reasoning, problem solving, and use of graphing calculators will be stressed. Students who choose to take the Honors level of the course will be required to go a bit deeper into their problem solving approaches and often look at multiple ways of solving problems.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Factor a quadratic expression to reveal the zeros of the function it defines.
- Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
- Solve quadratic equations in one variable.
- Graph functions expressed symbolically and show key features of the graph.
- Express the inverse of an invertible function algebraically and graphically and produce an invertible function from a non-invertible function by restricting the domain.
- Manipulate expressions involving positive and negative rational exponents and radicals using exponent properties. Use logarithms to solve exponential equations, graph exponential and logarithmic functions.
- Simplify higher-degree binomial expansions and solve factorable higher-degree polynomial equations.
- Find the conjugates and moduli of complex numbers, manipulate complex numbers and solve second-degree polynomial equations that have complex roots.
- Manipulate Polynomials using operations and solve factorable higher-degree polynomial equations.

1 Credit per Year

ESSENTIAL MATH FOR COLLEGE & CAREERS (EMC^2)

This course will revisit essential concepts and skills from Numbers and Operations, Algebra, Functions, Geometry and Data and Statistics. Using hands-on problem-solving tasks, EMC2 will strengthen your foundational math skills, your critical-thinking skills, and give you a chance to show what you know through alternate assessment methods. This course emphasizes understanding of math concepts and not memorizing algorithms. You will engage in real-world applications and problem-solving tasks that require you to work with others and communicate your thinking process. Successful students will learn the math skills necessary to succeed in college and careers. **Prerequisite:** Successful completion of *Algebra II* ***-OR-*** *Algebra II Honors.*

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 4.4 Critical Thinking: **Reflection**
LE 6.3 Habits for Success: **Collaboration**

CONTENT AREA PROFICIENCY INDICATORS:

- Reason quantitatively and use units to solve problems.
- Create, analyze and solve linear equations and pairs of simultaneous linear equations.
- Use coordinates to prove geometric theorems algebraically and apply geometric concepts in modeling situations.
- Understand the connections between proportional relationships, lines and linear equations.

- Define, evaluate and compare functions, use functions to model relationships between quantities.
- Construct and compare linear, quadratic, and exponential models to solve problems.
- Summarize, represent and interpret data on a single count or measurement variable.

1 Credit per Year

PRECALCULUS

This course is offered as a prerequisite for those students interested in taking Advanced Placement Calculus at MHS. It can also be taken by a student who plans to take Calculus in college. The course will include a thorough study of analytical geometry, including trigonometric, polynomial, exponential, and logarithmic functions. Graphing calculators will be used extensively and are recommended for tests, classwork and homework. **Prerequisite:** Students should have earned a 3.00 in *Algebra II* **-OR-** have permission from the instructor to take this course. Students who are not passing by the end of the first semester may be placed in a more appropriate math course.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 4.2 Critical Thinking: **Analysis & Connections**

CONTENT AREA PROFICIENCY INDICATORS:

- Represent and use functions in multiple ways.
- Use quadratic functions to model and interpret situations.
- Clearly show the reasoning involved in solving equations.
- Write expressions and equations in equivalent forms to solve problems.
- Model and solve trigonometric functions.
- Prove and apply trigonometric identities.
- Use graphs and equations to represent polynomial and rational functions.
- Use equations and functions to model and interpret sequences and series.

1 Credit per Year

ADVANCED PLACEMENT PRECALCULUS (AP)

This course is offered as a prerequisite for those students interested in taking Advanced Placement Calculus at MHS. It can also be taken by a student who plans to take Calculus in college. The curriculum reflects the standards assessed on the PreCalculus Advanced Placement Exam that is given in May of each year. These standards include modeling and exploring in depth polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Graphing Calculators are required (TI-84 recommended) for the course and the AP Exam. **Prerequisite:** Students should have earned a 3.50 in *Algebra II* **-OR-** have permission from the instructor to take this course. Students who are not passing by the end of the first quarter may be placed in a more appropriate math course.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 4.2 Critical Thinking: **Analysis & Connections**

CONTENT AREA PROFICIENCY INDICATORS:

- Represent and use functions in multiple ways.
- Use quadratic functions to model and interpret situations.
- Clearly show the reasoning involved in solving equations.
- Write expressions and equations in equivalent forms to solve problems.
- Model and solve trigonometric functions.
- Prove and apply trigonometric identities.
- Use graphs and equations to represent polynomial and rational functions.
- Use equations and functions to model and interpret sequences and series.

1 Credit per Year

ADVANCED PLACEMENT CALCULUS (AP)

This course is designed for students who have completed a Precalculus course and would like to take an AP Calculus course that is equivalent to one semester of college calculus. The curriculum reflects the standards assessed on the Calculus AB Advanced Placement Exam that is given in May of each year. These standards include limits, derivatives of polynomial, exponential, logarithmic, trigonometric and other functions, integrals, and applications of the derivative and integral. Graphing Calculators are required (TI-84 recommended) for the course and the AP Exam.

LEARNING EXPECTATIONS:
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:
- Evaluate or estimate limits, and use limits to analyze functions.
- Know and apply basic rules and properties of differentiation.
- Differentiate composite, implicit, and inverse functions.
- Apply differentiation to analyze real-world situations.
- Apply differentiation to analyze functions in the abstract.
- Know and apply rules and properties of integration.
- Set up and solve differential equations.
- Apply integration in real-world contexts.

1 Credit per Year

ADVANCED PLACEMENT STATISTICS (AP)
Statistical knowledge is an important tool in our world and helps us make decisions every day. Students in this course will constantly use data to form conclusions while gaining mathematical prowess in this field. The curriculum covers four major units of material which include: exploratory data analysis, experimental design, probability, and statistical inference. Graphing Calculators are required (TI-84, TI-84 Plus, or TI-84 CE recommended) for the course and the AP Exam.

LEARNING EXPECTATIONS:
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:
- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Develop and identify effective methods to collect data through surveys and experiments.
- Represent, interpret, & calculate parameters for theoretical probability distributions for random variables.
- Explore and apply the relationship between sample statistics and corresponding population parameters.
- Analyze categorical data to make inferences about binomial population proportions.
- Analyze quantitative data to make inferences about population means.
- Use chi-square tests to measure the distance between observed and expected counts.
- Construct confidence intervals for and perform significance tests about the slope of a population regression line.

1 Credit per Year

INTRODUCTION TO COMPUTER PROGRAMMING
This course is designed for students with little or no computer programming experience but a strong interest. Students will explore different computer languages, learn how to write code, and practice running, testing, and debugging programs. Students will be given multiple opportunities to exhibit logic, persistence, creativity, and problem-solving abilities through self-designed projects and presentations.

LEARNING EXPECTATIONS:
LE 6.2 Habits for Success: **Precision**
LE 6.3 Habits for Success: **Collaboration**

CONTENT AREA PROFICIENCY INDICATORS:
- Create Computational Artifacts.
- Evaluate Algorithms in terms of Efficiency, Correctness, and Clarity.

- Test and Refine Cases using Multiple Test Cases.
- Recognize and Define Computational Problems.

0.5 Credit per Semester

ADVANCED PLACEMENT COMPUTER SCIENCE (AP)

This course is intended to serve as an introductory course for computer science majors and students who will major in other disciplines but want to be informed citizens in today's technological society. A midterm exam may be required at the end of the first semester and a final exam will be required at the end of April as students prepare for the AP Exam. The summative for the end of the school year will be project-based.

LEARNING EXPECTATIONS:

LE 6.2 Habits for Success: **Precision**
LE 6.3 Habits for Success: **Collaboration**

CONTENT AREA PROFICIENCY INDICATORS:

- Writing programs that show an understanding of data types, methods, and conditional statements.
- Understanding how and when to use iterative loops.
- Writing complete classes that include appropriate variables, constructors, and methods.
- Using string methods to examine, identify, and access individual characters within a String.
- Setting up, accessing, and traversing arrays, arrayLists, and 2D arrays.
- Creating and using superclasses, subclasses, their constructors, and methods.
- Identifying components of a recursive method and accurately predicting outcomes.

1 Credit per Year

PERSONAL FINANCE: LIVING ON YOUR OWN

This course is designed to help students develop the knowledge and skills necessary to make sound personal financial decisions. Students will recognize the importance of taking responsibility for their own financial well-being and examine how their daily decisions around money affect their future financial success. The focus will be on learning about personal financial decisions, exploring factors that affect take home pay, developing a plan for spending and saving, and exploring the world of credit.

LEARNING EXPECTATIONS:

LE 3.1 Wellbeing: **Self-Awareness**

CONTENT AREA PROFICIENCY INDICATORS:

- Take responsibility for personal financial decisions.
- Learn strategies to control, manage, and evaluate different types of debt and credit.
- Use a career plan to develop personal income potential.
- Use a budget to manage spending and achieve financial goals.

0.5 Credit per Year

PERSONAL FINANCE: INVEST IN YOUR FUTURE

This course is designed to help students delve into the world of personal finance. This semester class will explore career and college options after high school and how to pay to advance their education, ways to invest money, how the insurance world works, and taxes.

LEARNING EXPECTATIONS:

LE 4.4 Critical Thinking: **Reflection**

CONTENT AREA PROFICIENCY INDICATORS:

- Analyze how economic and other conditions can affect income and career opportunities and the need for lifelong training and education.
- Compare strategies for investing as part of a comprehensive financial plan.
- Complete IRS Form 1040 and applicable state income tax forms.
- Recommend insurance for the type of risks that young adults may face.

0.5 Credit per Year

SCIENCE

<u>SCIENCE DEPARTMENT</u>: TESTING INTO BIOLOGY

*Incoming 9th graders have an option to enroll into **Biology** instead of **Integrated Science,** our typical freshman Science class. If you are interested in this option, please see the criteria below.*

*To take **Biology** in 9th grade:*

- ★ *Students must have earned a 3.5 or higher in 8th grade Science.*
- ★ *Students must pass a test that summarizes the content of 9th grade **Integrated Science**. MHS will provide the study materials, but NOT instruction. Students are responsible for learning the material on their own.*
- ★ *Students must receive an 85% or higher on the test.*

This test will be offered just before school starts in August. If interested, please reach out to your school counselor, Lissa Knauss (last names; A-K) or Amanda Payne (last names; L-Z) as soon as possible.

INTEGRATED SCIENCE

This course introduces foundational concepts from physics, chemistry, geology, and biology. An overarching theme is looking at the science behind climate change. Additionally, this course will provide a foundational understanding of inquiry and habits of mind necessary for science. The course utilizes lab investigations, activities, projects as well as connections to our food production efforts in the MHS greenhouse. This is a year-long mandatory course for ninth grade students.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**

CONTENT AREA PROFICIENCY INDICATORS:

- Predict properties of elements based on patterns of electrons in atoms to demonstrate an understanding of the properties and behavior of matter.
- Demonstrate an understanding of interactions between water and Earth's environment (including watersheds and water cycles).
- Evaluate/assess issues specific to our region that pertain to humans' contribution to runoff and propose specific solutions to mitigate the associated negative effects.
- Demonstrate an understanding of Earth's atmosphere as it relates to coevolution.
- Model and explain the relationships between external factors and the flow of matter and of heat energy within Earth's systems resulting in changes in Earth's temperature.
- Explain the relationships within and between Earth's systems (ecosphere, geosphere, hydrosphere) including matter cycling and energy transferring/transforming.

1 Credit per Year

BIOLOGY

Biology is the study of life. Units of study include ecology and carrying capacity, photosynthesis, cellular respiration, cell cycles, molecular genetics, gene expression, evolution and biodiversity. The course utilizes lab investigations as well as connections to our food production efforts in the MHS greenhouse. The greenhouse is an integral part of the course in the fall semester. Students are responsible for growing and harvesting salad greens for consumption in the MHS cafeteria.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 4.3 Critical Thinking: **Formulation of a Conclusion**

CONTENT AREA PROFICIENCY INDICATORS:

- Use graphical representations and outside research to support explanations of factors that affect biodiversity and populations in ecosystems.
- Use models to predict the direction of movement of materials in or out of the cell based on concentration gradients.
- Create a model and explanation to illustrate and explain that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.
- Use a model to illustrate and explain how photosynthesis transforms light energy into stored chemical energy at the cellular level.
- Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.
- Model the molecular structure of DNA and explain how DNA structure and semi-conservative replication create precise copies of the genetic code.
- Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
- Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

1 Credit per Year

CHEMISTRY HONORS

Chemistry is the study of the composition, structure, and transformations of matter and energy. It is a science based on measurement and observation. This introductory course begins with these fundamental ideas emphasizing the significance and reliability of measurements, and the conclusions based thereon. The course then follows a traditional approach to the study of chemistry exploring descriptive chemistry, the structure of matter, the relationships between structure and properties of matter, and conservation of matter and energy. Throughout the course, there is an emphasis on the collection and analysis of data, drawing conclusions based on experimental data and observation, and on problem solving. Importance is placed on connecting the behavior and structure of the imperceptible world of the atoms to an understanding of the tangible world we perceive and experience. The curriculum for the course is based on national, state, and local science standards.
Prerequisite: Successful completion of *Algebra II*, or taking *Algebra II* concurrently.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 4.3 Critical Thinking: **Formulation of a Conclusion**

CONTENT AREA PROFICIENCY INDICATORS:

- **Nature of Science (NOS)**: Demonstrate that Science is a body of knowledge and a process, based in experiments for the purpose of collecting valid qualitative and quantitative objective data that is analyzed to provide a logical understanding of the nature of the natural world.
- **Nature of Matter, Energy and Change**: Demonstrate an understanding of the classifications of energy and matter and its changes on the macroscopic scale as a framework setting the stage for understanding and explaining what can be observed on the macroscopic scale by what is happening on the atomic scale.
- **Atomic Structure**: Demonstrate an understanding that matter is composed of small particles called atoms. These in turn are composed of smaller components (protons, neutrons, and electrons). The structure/organization of these atomic components forms the basis for the properties, and patterns in the properties, of the 118 naturally occurring and synthetic elements.
- **Bonding, Structure and Properties**: Demonstrate an understanding that the electronic structure of atoms is a fundamental driving force for which atoms bond in which proportions to form the stable pieces of the substances of the universe, and that the type of bonding and the proportions of the atoms of the elements in these pieces determines their shape, and their shape determines their properties.
- **Structure, Function and Physical Change**: Demonstrate an understanding that the structure of the stable pieces of substances determines how those pieces stick together (or not) in the three common states of matter (gas, liquid and solid) and the nature and energy associated with changes between those states.

- **Stoichiometry of Chemical Change**: Demonstrate an understanding of The Mole and that it is the bridge between the human scale and the atomic scale, allowing humans to exploit, interpret, and make use of the observations and measurements on our scale in terms of what is happening at the atomic scale.

1 Credit per Year

APPLIED CHEMISTRY

Understanding matter and its properties is a basis for analyzing and making informed decisions about issues we face in our local and global communities and the impact of the choices we make. This course focuses on studying the composition, structure, properties, and transformations of matter. General topics that will serve as frameworks in which to study the behavior of matter are the chemistry of smell, limiting reactants, designed materials, personal chemistry, and food science. **Prerequisite:** Highly recommended that students have successfully completed *Algebra I*. To take *Applied Chemistry second semester* students must have taken *Applied Chemistry first semester* **-OR-** *Chemistry* in the first semester.

LEARNING EXPECTATIONS:

LE 4.1 Critical Thinking: **Addressing the Question**
LE 4.2 Critical Thinking: **Analysis & Connections**

CONTENT AREA PROFICIENCY INDICATORS:

- Reason quantitatively and use units to solve problems.
- Understanding the atomic structure and patterns in the periodic table to predict properties of atoms and how they bond.
- Determine the amount of products produced in a reaction before the reaction takes place.
- Communicate scientific information about why molecular-level structure is important in functioning of designed materials.
- Use molecular scale properties to explain chemical reactions and macroscopic phenomena.
- Explain how CHONS are rearranged from food into molecules necessary for life, to provide energy or are changed in the cooking process.

0.5 Credit per Semester

ENVIRONMENTAL APPLICATIONS

Environmental Apps is an experiential, service learning-based class that examines the social, economic and ecological impact of human activities related to today's most pressing environmental issues.

EA: HUMAN POPULATION AND CONSUMPTION (Fall Semester)

Students will study issues related to human population and consumption, while actively planning and implementing projects designed to lessen our impact on natural resources and communities. The complexities of these issues, and the responsibility and perseverance required to carry out a "real-world" project to its completion, makes this a very challenging course.

EXPECTATIONS FOR STUDENTS:

Students are expected to engage in their education. This requires participating in class activities and discussions, completing reading assignments, working collaboratively on Service Learning projects, and following through on action plans in order to achieve goals. Keeping an open mind is key. A willingness to accept feedback in order to improve is essential. In this class we do stuff. There will be learning, and there will be products. You will get dirty.

LEARNING EXPECTATIONS:

LE 2.1 Citizenship: **Social, Cultural, and Environmental Awareness**
LE 4.3 Critical Thinking: **Formulation of a Conclusion**

CONTENT AREA PROFICIENCY INDICATORS:

- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and communities.
- Analyze the relationship between land-use patterns, agricultural methods, and water pollutants as they impact the environment and human health.
- Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

- Examine the causes and long term effects of people's needs and/or wants exceeding their available resources, and propose possible solutions.
- Draw conclusions about how choices within various economic systems affect the environment in the state, nation, and/or world.

0.5 Credit per Year

EA: CLIMATE CRISIS (Spring Semester)

Students will study issues related to climate change, while actively planning and implementing projects designed to reduce our carbon footprint. The complexities of these issues, and the responsibility and perseverance required to carry out a "real-world" project to its completion, makes this a very challenging course.

EXPECTATIONS FOR STUDENTS:

Students are expected to engage in their education. This requires participating in class activities and discussions, completing reading assignments, working collaboratively on Service Learning projects, and following through on action plans in order to achieve goals. Keeping an open mind is key. A willingness to accept feedback in order to improve is essential. In this class we do stuff. There will be learning, and there will be product. You will get dirty.

LEARNING EXPECTATIONS:

LE 2.1 Citizenship: **Social, Cultural, and Environmental Awareness**
LE 4.3 Critical Thinking: **Formulation of a Conclusion**

CONTENT AREA PROFICIENCY INDICATORS:

- Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
- Analyze cognitive and psychological ways of processing information as it relates to communication of environmental data.
- Analyze the effect of policies, human behavior and technology with regard to management of natural resources on the sustainability of human populations and biodiversity.

0.5 Credit per Year

PHYSICS HONORS

Physics is the study of the natural world at its most fundamental level. It is the attempt to describe the behavior of the universe through predictive models. Students will learn to use concepts such as force, energy, and charge to construct qualitative and quantitative models that describe basic phenomena such as the motion of objects & particles. These principles are taught through a combination of inquiry-oriented activities, lectures, demonstrations, and labs. Students will be asked to apply their learning to real-world situations through projects and to novel situations through tests. The course is designed to prepare students for the study of science at the college level. **Prerequisite:** Successful completion of *Algebra II*.

LEARNING EXPECTATIONS:

LE 3.4 Well Being: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:

- Describes constant & accelerated one-dimensional motion graphically, pictorially, algebraically, & verbally.
- Determines and uses the appropriate equation to make predictions about two-dimensional motion.
- Determines which equation to apply & uses the equations for situations involving Newton's 2nd & 3rd Laws.
- Uses equations for energy to make predictions about a system of objects.
- Determines and uses the appropriate equation to make predictions about two-dimensional motion.
- Uses equations regarding the relationship between voltage, current, resistance, and magnetic fields.
- Uses equations and visualizations to describe the behavior of light, sound, and other waves.
- Connects a variety of ideas in modern physics with each other.

1 Credit per Year

ENGINEERING

From the pyramids to smartphones, everything that's a part of the human world has been engineered. In this class we will explore the systems that make the world work. This class will teach students the engineering design

process with a focus on mechanical engineering and electrical engineering. We'll explore physical computing through the use of Arduinos. This course is mostly project-based. This will be a design-oriented, hands on kind of class, with some but a limited amount of math. **Prerequisite:** Highly recommended that students have successfully completed *Algebra I*.

EXPECTATIONS:
Students may be required to attend local design competitions or exhibitions that would be outside of the regular school day. Following directions and safe behavior is imperative in this course, due to the nature of the tools and materials we will use.

LEARNING EXPECTATIONS
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:
- Conducts an investigation and analyzes the resulting data to refine a system's design.
- Develops an interactive physical prototype that integrates hardware/software, including simple circuits.
- Uses, creates, and manipulates digital three-dimensional shapes.
- Uses models to make predictions about systems.
- Uses the engineering design process to design and refine mechanical systems.
- Prioritizes criteria and evaluates trade off considerations.

1 Credit per Year

CHEMISTRY II HONORS
This course is designed for those students who wish to pursue a further exploration of chemistry beyond the introductory Chemistry course. The curriculum is guided by the Advanced Placement Chemistry curriculum, with the flexibility to explore other topics of interest, in particular energy consumption and production. The course starts with a review of atomic structure, the mole and kinetics, and then moves on to cover Equilibrium, Thermodynamics, Oxidation/Reduction reactions (batteries), Organic Chemistry, and concludes with a unit on Nuclear Chemistry. The course uses a college text and readings from the current literature as resources.
Prerequisite: Successful completion of *Chemistry Honors.*

ASSESSMENT:
Assessment is based on an understanding of content and progress on the school wide learning expectations. Forms of assessment include practice work (homework), lab investigations, quarterly readings and reflections.

LEARNING EXPECTATIONS:
LE 4.2 Critical Thinking: **Analysis & Connections**
LE 4.3 Critical Thinking: **Formulation of a Conclusion**

CONTENT AREA PROFICIENCY INDICATORS:
- **Structure, Function, Change, and Energy**: Demonstrate an understanding that atomic structure, bonding, molecular shape and chemical reactions are, in part, driven by energy and energy transformations.
- **Thermodynamics (Enthalpy, Entropy, Gibbs Free Energy)**: Demonstrate an understanding that chemical and physical changes, and the energy available as a consequence of those changes, are driven by the relative stability and available microstates of the sample of atomic-scale particles at the beginning of the change and at the end of the change.
- **Reaction Rates (Kinetics)**: Demonstrate an understanding that chemical reactions proceed in multiple steps and for each step, particles of the reacting substances must collide with enough energy to break chemical bonds within the particles. There will only be a certain fraction of particles with this energy in a given instant. Concentration, temperature, and catalysts influence this fraction.
- **Equilibrium**: Demonstrate an understanding that with respect to both chemical and physical changes, all systems move (change) towards a state of equilibrium typically characterized by the rates of the forward and reverse processes being equal leading to no net change on the macroscopic scale, and the position of equilibrium is characterized by a balance between low energy (stability) and high entropy (characterized by a relatively high number of microstates).
- **Meeting Human Energy Demands (Electrochemistry, Nuclear Chemistry)**: Demonstrate an understanding that oxidation-reduction reactions, and nuclear reactions are two significant processes for providing energy for organisms to live (electron-transport), and to sustain the energy demands of human lifestyles (batteries, nuclear

power), and that these chemical and nuclear processes involve the transformation of potential energy stored in the electrons and nuclei respectively into thermal energy and energy to do.
- **Sustainable Energy Plan**: Evaluate and/or design a sustainable energy plan that will satisfy the energy demands of the human population living at an average industrial-world standard of living. The text 'Sustainable Energy Without the Hot Air' (MacKay) provides the framework for these energy plans, based on the central argument that humans will switch primarily to electricity to power their lifestyles, and the plans will produce electricity sustainably, including considerations of reducing CO_2 emissions.

1 Credit per Year

ADVANCED PLACEMENT BIOLOGY (AP)

This course is designed for students who wish to pursue college-level biology while still in high school. The course is based on the national AP Biology curriculum and the MHS Learning Expectations. Course content revolves around four big ideas in biology: evolution, matter and energy, information and systems. For each of these big ideas, the course will explore biology at different scales ranging from molecular and cellular biology to organism and ecosystem biology.

The units of study include behavior, biochemistry, biological energy, gene regulation, cell communication, genetics, evolution, and independent research projects. This course will focus heavily on the process of science: Designing and conducting experiments, analyzing and evaluating evidence and making connections between data and scientific explanations. The course uses a college text and readings from scientific journals.
Prerequisite: Highly recommended that students have successfully completed *Biology* and *Chemistry* prior.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 4.3 Critical Thinking: **Formulation of a Conclusion**

CONTENT AREA PROFICIENCY INDICATORS:

- Plan and implement data collection strategies to provide evidence that organisms use feedback mechanisms to regulate growth and maintain dynamic homeostasis.
- Use models to explain that interactions at the molecular and cellular level lead to complex properties.
- Explain that biological systems use free energy and molecular building blocks to grow and to maintain dynamic homeostasis.
- Connect gene regulation and observed differences between a number of different kinds of organisms and individuals in a population.
- Use models to explain that cells communicate by generating, transmitting & receiving chemical signals.
- Explain that dynamic homeostasis of a biological system is influenced by changes in the system's environment.
- Analyze data and evaluate evidence showing that the process of evolution drives the unity/diversity of life.
- Connect and relate biology knowledge across scales and in and across domains.

1 Credit per Year

COOKED! *"How science, culture, history, and art shape the food we eat."*

This course, at its core, is designed to provide students with more cooking-based learning opportunities. This course will look at food from all aspects, including but not limited to, cooking and preparing foods, improving knife, baking and cooking skills, food science, problems facing our food systems, history and culture of food, exploring how art and math shape the way we eat, food writing, food in media, home cooking and cooking for a crowd. This course will have many hands-on cooking experiences but you will also be asked to read and write about food, use your math skills to make food, and discuss and create food together. In addition to cooking regularly in class students will be actively involved in planning, harvesting, preparing, and serving food that impacts our local community. Students may have the opportunity to take this course for credit in another content area. If this is of interest to you please contact your school counselor. Seniors will get priority in registering for this class. **Prerequisite:** Successful completion of *Integrated Science*.

EXPECTATIONS FOR STUDENTS:

Students are expected to engage in the learning. This requires participating in class activities and discussions, completing reading and writing assignments, working collaboratively on projects and tasks, and following

through on plans in order to achieve collective goals. A willingness to be part of a team, try new foods, and accept feedback from instructors and peers is essential.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**

CONTENT AREA PROFICIENCY INDICATORS:

- Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
- Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment
- Analyze a major global food challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.

0.5 Credit per Semester

FACE THE RIVERS (Fall Semester Only)

What does it mean to live in a city defined by its rivers? What are our responsibilities as residents of the Winooski watershed? We'll spend time outside, exploring aquatic life, investigating geology, examining the effects of erosion and pollution, and following the water as it flows through our natural, cultural, and social landscapes. Along the way, we'll meet with environmental leaders, city planners, biologists, historians, and many more neighbors whose lives are closely tied to the water. We'll share in weekly discussions and journaling sessions where we'll reimagine our relationship with the rivers—as individuals, and as a society. A class unlike any other, you'll finish the semester as experts and leaders on Montpelier's waterways.

**** This Flexible Pathways / PLS cohort course is hosted in partnership with North Branch Nature Center. ****

EXPECTATIONS FOR STUDENTS:

Students are expected to come to class prepared to be outside and in the water (in a variety of weather conditions). Another major component of this course is collaborative discussion. Students are expected to be prepared to engage in these class discussions.

IMPORTANT NOTE: As part of this class we will occasionally venture to other locations on the Winooski River such as North Branch Nature Center and the Dog River Recreation Fields.. Permission forms will need to be completed for field experiences outside of Montpelier.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**

CONTENT AREA PROFICIENCY INDICATORS:

- Abiotic Factors of Rivers: Plan and conduct an investigation of the properties of water and its effects on Earth's materials and surface processes.
- Biotic Factors of Rivers: Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- Cultural Factors of Rivers: Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

0.5 Credit per Year

GLOBAL CITIZENSHIP (SOCIAL STUDIES)

GLOBAL STUDIES I

What does it mean to be a citizen, much less a global citizen? This course will use different aspects of world events to understand and express our roles as active citizens in our local, national, and international communities. We will explore historical and contemporary events in different regions of the world allowing students to build empathy and critical analysis of the human experience. For example, we will explore the history of humans' relationships with the environment, world religions, colonization, slavery and resistance, government, and revolution. In each topic, we will consider a range of primary sources and practice reading, note-taking, writing, research, and presentation skills.

As we study historical events, we'll ask how our own lived experience shapes, and at times limits, our understanding of the past. With so many different perspectives in the world, we'll talk about how to determine which sources of information to trust. We'll practice making clear arguments using strong evidence, as well as understanding perspectives other than our own. As we become strong critical thinkers and communicators about the past, we'll discuss how to apply these skills towards creating a better future.

LEARNING EXPECTATIONS:

LE 1.2 Communication: **Presentation**
LE 8.1 Reading: **Main Ideas**

CONTENT AREA PROFICIENCY INDICATORS:

- Students will evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Students will analyze how historical contexts shaped and continue to shape people's perspectives.
- Students will critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Students will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources.

1 Credit per year

GLOBAL STUDIES II

We will explore topics in the past few hundred years of global history which can help shed light on how we might solve the many challenges facing humanity in the 21st century. In the fall, we'll look at how capitalism emerged as the dominant economic system in the world today. And we'll ask why in the 20th century people turned to communism, socialism or fascism in the face of human suffering. In the spring we'll explore how post-WWII changes shaped current global power structures, and we'll grapple with complex questions about human rights, citizenship, social movements, and international policy. Along the way we'll analyze how ideas about race, class and gender have shaped history. We'll debate divergent strategies that oppressed people have used to fight for their freedom. We will constantly look for connections between the past and the world today.

As we study historical events, we'll ask how our own lived experience shapes, and at times limits, our understanding of the past. With so many different perspectives in the world, we'll talk about how to determine which sources of information to trust. We'll practice making clear arguments using strong evidence, as well as understanding perspectives other than our own. As we become strong critical thinkers and communicators about the past, we'll discuss how to apply these skills towards creating a better future.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**

CONTENT AREA PROFICIENCY INDICATORS:

- Students will evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Students will analyze how historical contexts shaped and continue to shape people's perspectives.
- Students will critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

- Students will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources.

1 Credit per Year

GLOBAL STUDIES II HONORS

This is an advanced course which covers the same historical content, learning expectations and content area proficiencies as the core Global Studies II course. Students who enroll in GS II Honors will engage with more challenging texts, complete weekly readings for homework, participate in an extra collaborative discussion per unit, and will have additional criteria to meet on summative quizzes, essays and projects. All three levels of Global Studies II courses are enrolled in mixed-level sections with their peers.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**

CONTENT AREA PROFICIENCY INDICATORS:

- Students will evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Students will analyze how historical contexts shaped and continue to shape people's perspectives.
- Students will critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Students will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources.

1 Credit per Year

GLOBAL STUDIES II FUNDAMENTALS

This course is designed to provide extra academic support while covering the same historical content, learning expectations and content area proficiencies as the core Global Studies II course. Students who enroll in GS II Fundamentals can expect materials that are targeted to their reading level, additional vocabulary work, explicit executive functioning support, scaffolded summatives, and extra teacher support in a weekly solon block. All three levels of Global Studies II courses are enrolled in mixed-level sections with their peers.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**

CONTENT AREA PROFICIENCY INDICATORS:

- Students will evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Students will analyze how historical contexts shaped and continue to shape people's perspectives.
- Students will critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Students will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources.

1 Credit per Year

UNITED STATES HISTORY

In this course, students will investigate the social, political, and economic issues that have faced this country since the ratification of the United States Constitution. Students will read a variety of texts, primary and secondary sources, and period specific literature to develop a comprehensive view of our nation's history. Emphasis will be placed on reading, writing, and analytical skills. The ability of students to generate and support original arguments and opinions will also be an important part of the class.

EXPECTATIONS FOR STUDENTS:

1. Students should complete all readings and homework assignments.
2. Students should participate actively in reporting and reflecting on the above work during all class periods where review, practice, and discussions occur (almost daily).
3. Students should produce papers and products, including individual and group work, consistent with the challenging expectations of the teacher.
4. Students should successfully complete and pass quizzes and tests, as well as semester exams.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 7.2 Writing: **Generating Evidence**
LE 7.3 Writing: **Generating Reasoning**

CONTENT AREA PROFICIENCY INDICATORS:

- Students will evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- Students will analyze how historical contexts shaped and continue to shape people's perspectives.
- Students will critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- Students will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Students will determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of sources.

1 Credit per Year

ADVANCED PLACEMENT UNITED STATES HISTORY (AP)

This course is designed for students who wish to pursue college-level U.S. History as high school juniors or seniors. At the conclusion of this course, students may elect to take a 3-4 hour exam created by The College Board Advanced Placement Division. Students taking this test may be awarded college credit by their post-secondary school. This course features a span of history beginning with European Colonization and concludes with contemporary issues in American governance. Extensive primary source research is performed weekly in this course. Intensive teacher-led seminars and discourses occur daily and extensive classwork and homework is routine. **Prerequisite:** Students must receive Social Studies Department approval before registering.

EXPECTATIONS FOR STUDENTS:

1. Students are expected to complete an average of eight to ten hours of homework per week.
2. Students will read, in the year, a complete college-level American History survey textbook.
3. Extensive reading and analysis of primary and secondary source materials.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 7.2 Writing: **Generating Evidence**
LE 7.3 Writing: **Generating Reasoning**

CONTENT AREA PROFICIENCY INDICATORS:

- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- Evaluate the author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Evaluate an author's evidence and claims by corroborating or challenging them with other information.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

1 Credit per Year

MEDIA STUDIES AND CONTEMPORARY ISSUES

In this course, students will explore a wide range of issues that are facing the world today, as well as the different forms of media through which we learn about these issues. The class will be divided into discussions of the daily news from around the state, nation, and world and more in-depth projects requiring additional research and consideration of the historical background of a situation.

Types of projects may include: Model United Nations conferences, mock trials, individual and group presentations, research-based policy proposals, debates, photo essays, and others. Students will gain frequent practice at evaluating sources from multiple perspectives and will communicate their own viewpoints through a variety of media. The course content will be different each year based on both what is happening in the world and student interests.

LEARNING EXPECTATIONS:

LE 6.3 Habits for Success: **Collaboration**

CONTENT AREA PROFICIENCY INDICATORS:

- Students will construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- Students will construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- Students will present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- Students will use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

0.5 Credit per Year

PSYCHOLOGY

This is a one semester elective social studies course intended for juniors and seniors. Students will explore the fundamentals of psychology, identify the concepts and theories of psychology, and introduce students to the systematic and scientific study of the behavior and mental processes of human beings. Students will be exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology.

LEARNING EXPECTATIONS:

LE 1.2 Communication: **Presentation**

CONTENT AREA PROFICIENCY INDICATORS:

- Compare and contrast dimensions of various approaches to psychology as a field of study.
- Use biological knowledge to explain the functions of different parts of the brain and the nervous system.
- Apply psychological knowledge to their daily lives.
- Analyze factors of psychiatric conditions, methods of treatment including.

0.5 Credit per Year

SOCIOLOGY

The focus of this course is on group behavior specifically looking at the process of socialization, norms and values, culture, social institutions, crime and deviance, issues of gender, race, class, inequality, social change, propaganda and media deconstruction. A significant effort is placed on making connections between the study of sociology and the lives of the students. This course uses both classic and contemporary readings as well as clips from movies and video to support the main concepts of the course and to gain an understanding of social forces at work and to be able to analyze social phenomena with an understanding of these forces.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**

CONTENT AREA PROFICIENCY INDICATORS:

- Students can identify how social context influences individuals.
- Students can analyze the influence of the primary agents of socialization and why they are influential.
- Students can explain the role of social institutions in society.
- Students can propose and evaluate alternative solutions to inequality.
- Students will utilize sociological theories to analyze their political, social and economic context.
- Students can accurately identify and apply social studies terms and concepts to describe social, political and economic phenomena.

0.5 Credit per Year

SOCIAL CHANGE THEORY AND PRACTICE

***** This course will be offered in the 2026-2027 school year *****

In this course we study the theories and practices that have shaped movements for racial, economic, gender, sexuality, disability, global and climate justice. We will conduct case studies of historical and contemporary social movements, with a focus on the U.S. context, and explore diverse strategies for creating change. Throughout we engage in self-reflection about our personal motivations and ways of showing up in social justice spaces. We will also practice sharing our ideas through creative means in small-group presentations and class discussions. For our final project, students will work on a campaign aimed at creating transformative change in Vermont.

0.5 Credit per Year

VISUAL & PERFORMING ARTS (FINE ARTS)

MUSIC & RECORDING

MUSIC DEPARTMENT: PARTICIPATION POLICY

Students who wish to audition for All State, New England Music Festivals or Advanced Jazz Combo/Red Clay must also enroll in Orchestra, Band, or Choir class at MHS. Students with the ability to perform at an outstanding level who continue within the MHS music program fulfilling essential leadership roles. Advanced musicians inspire and coach their section on a daily basis, set the tone for rehearsal behavior, perform extended solos, and significantly raise the performance level of the entire ensemble through their individual contributions. Ideally the ensemble always includes a mix of skill levels. Students who excel within their school program have the privilege of auditioning to represent MHS in the Red Clay jazz combo as well as at competitive local and regional music festivals.

CONCERT CHOIR

This group studies a variety of styles of music and performs at school and community events. Students do not need any prior musical experiences to be successful in Concert Choir.

ASSESSMENT:

Evaluation is done within the classroom setting. This includes attitude, behavior, and participation. Additional assessment techniques include self and group evaluations.

EXPECTATIONS FOR STUDENTS:

1. Organization of music folder.
2. Participation in class.
3. Participation in performances.
4. Participation in Winooski Valley, All State and New England Music Festivals is optional.
5. Members for music festivals will be selected by audition.

LEARNING EXPECTATIONS:

LE 5.3 Creativity: **Creative Expression**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Students perform music with precision and respond to the cues of the conductor.
- Students use music literacy skills to identify key signatures, time signatures, note names, and solfege in relation to a key.
- Students bring ideas learned previously into the development of work.
- Students sing solos and two/three-part literature with a varied repertoire and with a degree of difficulty.
- Students read and perform music at a difficult level.
- Students will reflect on their achievement of their personal goals from the year.

1 Credit per Year

CHAMBER CHOIR

This group of singers is accepted by audition and will study a variety of styles of music and also perform extensively. Students in the Chamber Choir should have a strong sense of musicianship and skills to develop musical independence. Members of the Chamber Choir will participate in music festivals and community events. **Prerequisite**: Students must have participated in a school choir the year prior to auditioning. Auditions for the Chamber Choir will take place during the second semester of the school year. Students must prepare a Solo designated by the teacher prior to the audition, sing in harmony, and sight-read a rhythmic and melodic example.

EXPECTATIONS FOR STUDENTS:

1. Listen, read, and watch actively and critically, to analyze, participate and interpret through singing.
2. Organization of music folder.
3. Participation in class.
4. Participation in performances wearing concert attire.
5. Participation in Winooski Valley Music Festival, All State Music Festival & New England Music Festival.
6. Members for music festivals will be selected by audition.

ASSESSMENT:

Evaluation is done within the classroom setting including attitude, behavior, and participation. Additional assessment techniques include self and group evaluations.

LEARNING EXPECTATIONS:

LE 5.3 Creativity: **Creative Expression**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Students make short-term and long-term goals related to the National Core Arts Standards; Creating, Performing/Presenting/Producing, Responding and Connecting.
- Students perform music with precision and respond to the cues of the conductor.

- Students use music literacy skills to identify key signatures, time signatures, note names, and solfege in relation to a key.
- Students reflect on goals set at the start of the year and reevaluate goals for the remainder of the year.
- Students sing solos and two/three-part literature with a varied repertoire and with a degree of difficulty.
- Students read and perform music at a difficult level.
- Students will reflect on their achievement of their personal goals from the year.

1 Credit per Year

CONCERT BAND/JAZZ BAND

The objectives for this class are to provide students with an opportunity to gain specific musical skills in relation to an instrument of their choice, to study a diverse repertoire of jazz as well as symphonic band music and to perform this music in concerts over the course of each semester.

EXPECTATIONS FOR STUDENTS:

Concert Band: Concert band repertoire will cover a variety of styles in preparation for performances. We also encourage our musicians to participate in music festivals that our local schools, state and region offer, including Winooski Valley, Vermont All-State and the New England Music Festival. In class students rehearse, implementing practice techniques for solo and ensemble playing. Those techniques include the study of scales, arpeggios, articulation, breathing, sight-reading, rhythm comprehension, notation and music theory.
Jazz Band: This portion of the class will be dedicated to the study of big band jazz repertoire. A variety of styles will be played in preparation for our concerts. We also encourage our musicians to participate in music festivals that our local schools, state and region offer, including Winooski Valley Jazz and Vermont All-State Music Festival. In class, all students will rehearse, implementing practice techniques specific to jazz music. Those techniques include the study of ensemble playing as well as improvisation.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.
- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.
- Compose and improvise musical ideas for a variety of purposes and contexts.

0.5 Credit per Semester

ORCHESTRA

Students who participate in Orchestra will have many performance opportunities. The ensemble is open to violinists, violists, cellists, and bassists at an intermediate to advanced level. Music draws from many genres, including classical, contemporary, and popular. Students will have the opportunity to perform in Winooski Valley, All-State, and New England Music Festivals. Composition & music history also complete the curriculum.

EXPECTATIONS FOR STUDENTS:

Orchestra musicians will perform in fall, winter, and spring concerts. Students are encouraged to participate in local and regional music festivals as well. Daily drills focus on major and minor scales and arpeggios with additional emphasis on tone production and bow technique. While students should have some prior experience on their instrument, all levels of playing are welcome in this ensemble. Students are expected to practice independently to further their development.

LEARNING EXPECTATIONS:
LE 4.2 Critical Thinking: **Analysis & Connections**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.
- Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.
- Compose and improvise musical ideas for a variety of purposes and contexts.

0.5 Credit per Semester

ADVANCED JAZZ COMBO
The objectives for this class are to provide students with an opportunity to gain specific musical skills in relation to an instrument of their choice, to study a diverse repertoire of small group jazz with a strong focus on improvisation and to perform this music in concerts over the course of each semester. Students are admitted to this course by audition only.

EXPECTATIONS FOR STUDENTS
The advanced jazz ensemble repertoire will cover a variety of styles in preparation for performances. We also encourage our musicians to participate in music festivals that our local schools, state and region offer, including Winooski Valley, Vermont All-State and the New England Music Festival. In class students rehearse, implementing practice techniques for solo and ensemble playing. Those techniques include the study of scales, arpeggios, articulation, breathing, sight-reading, rhythm comprehension, notation and music theory.

LEARNING EXPECTATIONS:
LE 4.2 Critical Thinking: **Analysis & Connections**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:
- Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristics of music from a variety of historical periods studied in rehearsal.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres and historical periods.
- Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, setting and personal research.
- Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

0.5 Credit per Semester

MUSIC TECHNOLOGY
This class explores how we can integrate music and technology to create, perform, and share our own original compositions. Students will be presented with a working knowledge of various tools such as notational software, production software, midi keyboards, among others. We will notate and compose our own music, record, mix and engineer music using both sourced and original sounds. No musical experience is necessary to be successful in this course.

EXPECTATIONS FOR STUDENTS:
1. Come to class prepared to learn, with appropriate materials.

2. Organization of projects and all other assignments.
3. Participation in class.
4. Collaborate with classmates, sharing personal work and providing feedback.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**
LE 5.3 Creativity: **Creative Expression**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:
- Select melodic, rhythmic, & harmonic ideas to develop into a larger work using digital tools & resources.
- Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.
- Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools.

1 Credit per Year

SINGER/SONGWRITER
This course invites students to explore their creativity, expand and build upon their musical abilities, and work collaboratively to share, present, and enhance their own work. Students will be provided with background knowledge of songwriting foundations; rhythm, lyric writing, harmony, and song structure. We will explore famous songwriters of the past and present, assess their successes, and reflect upon the meaning and purpose of music in society.

EXPECTATIONS FOR STUDENTS:
1. Come to class prepared to learn, with appropriate materials.
2. Organization of projects and all assignments.
3. Participation in class.
4. Willingness to share and collaborate on with others.
5. Treat others with respect and kindness.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**
LE 5.3 Creativity: **Creative Expression**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:
- Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.
- Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
- Develop and explain interpretations of varied works demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.

0.5 Credit per Year

ACTING & THEATRE

IMPROVISATION (Fall Semester Only)
This course is for EVERYONE - actors and non-actors alike! We will explore the basic foundations of short and long-form improvisation through exercise, games, and analysis of performance and text. Our focus will be on building confidence, communication skills, and creating a strong and safe ensemble in which we can all take risks and learn about ourselves.

EXPECTATIONS FOR STUDENTS:
1. Students need to complete classwork on time and to the best of their ability.

2. Students need to take on the role of an active learner and participate and create in a positive way.
3. Students need to attend all classes, on time, or other arrangements need to be made.
4. Students need to respect the work and opinions of other students.
5. Students need to respect the tools and facilities and always clean up after themselves.

LEARNING EXPECTATIONS:

LE 3.1 Well-being: **Self-Awareness**
LE 5.2 Creativity: **Flexibility & Risk Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions.
- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.
- Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.
- Interpret intent and meaning in artistic work.

0.5 Credit per Semester

ACTING: PERFORMANCE (Spring Semester Only)

This course is open to all students who are ready to take a risk and perform alongside their peers. In this class, we will focus on performance as a way to develop self-expression, style, as well as hone performance skills. This class will challenge you to grow as an actor and add to your theater resume. As a project-based class, this course is designed to be taken as many times as desired. We will explore acting techniques and character development through monologue, scene study, and a final showcase of our work.

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a journal to connect and identify the value of personal experience.
2. Students need to complete journal assignments on time and to the best of their ability.
3. Students need to complete classwork on time and to the best of their ability.
4. Students need to take on the role of an active learner and participate and create in a positive way.
5. Students need to attend all classes, on time, or other arrangements need to be made.
6. Students need to respect the work and opinions of other students.
7. Students need to respect the facilities and always clean up after themselves.

LEARNING EXPECTATIONS:

LE 4.4 Critical Thinking: **Reflection**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Develop and refine artistic techniques and work for presentation.
- Refine and complete artistic work.
- Apply criteria to evaluate artistic work.
- Select, analyze, and interpret artistic work for presentation.

0.5 Credit per Year

FINE ARTS

DRAWING I

Open to all students! In this introductory level art class students will review the elements of art and principles of design while developing a practice of drawing. Students will learn the tricks and tips of drawing from observation. We will focus on realism and adding depth and dimension to your drawings through value studies. We will explore a variety of materials including pencils, pen and ink, charcoal, colored pencils, pas tels, and markers. Towards the end of the class, our work will begin to explore the process of working from your imagination. Weekly sketchbook assignments will serve as practice in technique and give students experience in exploring big ideas and concepts through drawing.

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a sketchbook and expected to keep up with weekly assignments.
2. Students need to complete class work on time and to the best of their ability.
3. Students need to take on the role of an active learner, and participate and create in a positive way.
4. Students need to attend *all classes, on time*, or other arrangements need to be made.
5. Students need to respect the work and opinions of other art students.
6. Students need to respect the tools and facilities and *always* clean up after themselves.
7. Students will be engaged in active learning, accessing a variety of materials and acquiring information through multiple resources to aid in designing, constructing, and critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Engage in making a work of art without having a preconceived plan.
- Synthesize and relate knowledge and personal experiences to make art.
- Generate, conceptualize, organize, develop and refine artistic ideas and work.
- Use multiple approaches to begin creative endeavors.
- Develop and refine artistic techniques and work for presentation.
- Select, analyze and interpret artistic work for presentation.

0.5 Credit per year

DRAWING II

Push your drawings to the next level in Drawing II. This course will focus on refining your techniques and visual communication skills. You will take the skills, tips, and tricks from Drawing I and apply them in Drawing II as you begin to use your unique artistic voice. You will participate in group critiques and discussions. We will be drawing from observation as well as from our imaginations. As with all fine art courses, we will focus on contemporary and historical examples. **Prerequisite**: Successful completion of *Drawing I.*

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a sketchbook and expected to keep up with weekly assignments.
2. Students need to complete class work on time and to the best of their ability.
3. Students need to take on the role of an active learner, and participate and create in a positive way.
4. Students need to attend *all classes, on time*, or other arrangements need to be made.
5. Students need to respect the work and opinions of other art students.
6. Students need to respect the tools and facilities and *always* clean up after themselves.
7. Students will be engaged in active learning, accessing a variety of materials and acquiring information through multiple resources to aid in designing, constructing, and critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 5.3 Creativity: **Creative Expression**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Synthesize and relate knowledge and personal experiences to make art.
- Generate, conceptualize, organize, develop and refine artistic ideas and work.
- Use multiple approaches to begin creative endeavors.
- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Select, analyze and interpret artistic work for presentation.

0.5 Credit per year

PAINTING I

You will learn to work with watercolor, acrylic paints, oil paints, experimental materials, and more. This course provides the foundation of painting, its application and materials. It focuses on color theory and the processes of paint manipulation. Working from direct observation, students develop an understanding of composition while exploring, experimenting, and creating independently. Projects focus on composition, realism, narrative, and abstract painting. As with all fine art courses, we will focus on contemporary and historical examples.
Prerequisite: Highly recommended for students to have successfully completed *Drawing I.*

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a sketchbook and expected to keep up with weekly assignments.
2. Students need to complete class work on time and to the best of their ability.
3. Students need to take on the role of an active learner, and participate and create in a positive way.
4. Students are responsible for the proper and safe storage of their artwork and supplies.
5. Students need to attend *all classes, on time*, or other arrangements need to be made.
6. Students need to respect the work and opinions of other art students.
7. Students need to respect the tools and facilities and *always* clean up after themselves.
8. Students will be engaged in active learning, accessing a variety of materials and acquiring information through multiple resources to aid in designing, constructing, and critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis and Connections**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Synthesize and relate knowledge and personal experiences to make art.
- Generate, conceptualize, organize, develop and refine artistic ideas and work.
- Use multiple approaches to begin creative endeavors.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
- Develop and refine artistic techniques and work for presentation.
- Select, analyze and interpret artistic work for presentation.

0.5 Credit per year

PAINTING II

In this course, you will use the skills you and understandings you acquired in Painting I and apply them to dynamic completed works that arise from your own curiosities and teacher-driven prompts. Projects will focus on composition, realism, narrative, and abstract painting. As with all art courses, this course will focus on contemporary and historical examples. **Prerequisite**: Successful completion of *Drawing I and Painting I.*

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a sketchbook in order to organize and generate ideas.
2. Students need to complete class work on time and to the best of their ability.
3. Students need to take on the role of an active learner, and participate and create in a positive way.
4. Students need to attend *all classes, on time*, or other arrangements need to be made.
5. Students need to respect the work and opinions of other art students.
6. Students need to respect the tools/facility and *always* clean up after themselves.
7. Students are responsible for the proper and safe storage of their artwork and supplies.
8. Students will be engaged in active learning, accessing a variety of art materials and acquiring information through multiple resources to aid in designing, constructing, and critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 5.1 Creativity: **Brainstorming & Questions**
LE 5.2 Creativity: **Flexibility & Risk Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Synthesize and relate knowledge and personal experiences to make art
- Generate and conceptualize artistic ideas and work.

- Use multiple approaches to begin creative endeavors.
- Organize and develop artistic ideas and work.
- Demonstrate awareness of the ethical implications of making and distributing create work.
- Develop and refine artistic techniques and work for presentation.
- Select, analyze and interpret artistic work for presentation.
- Experiment, plan, and make multiple works that explore a personally meaningful theme, idea, or concept.

0.5 Credit per Year

CERAMICS/SCULPTURE

Students will explore 3D visual arts in this foundation course. Students learn technical skills of ceramics in hand building, including coil, pinch, and slab. Students will understand that good craftsmanship is essential for artwork to be successful. We will discuss the alchemy of clay, glazes, and firing concepts. When we are not working with clay, we will create three-dimensional works from a variety of materials. Students will think about space and installation. Students will apply big ideas to their artwork- combining their perspectives on the world into the world. We will create site specific works and consider their impact on the viewer. As with all art courses, this course will focus on contemporary and historical examples.

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a sketchbook to plan and document ideas.
2. Students need to complete class work on time and to the best of their ability.
3. Students need to take on the role of an active learner, and participate and create in a positive way.
4. Students need to attend *all classes, on time*, or other arrangements need to be made.
5. Students need to respect the work and opinions of other art students.
6. Students need to respect the tools/facility and *always* clean up after themselves.
7. Students are responsible for the proper and safe storage of their artwork and supplies.
8. Students will be engaged in active learning, accessing a variety of art materials and acquiring information through multiple resources to aid in designing, constructing, and critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 5.2 Creativity: **Flexibility & Risk Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Synthesize and relate knowledge and personal experiences to make art
- Generate and conceptualize artistic ideas and wor
- Use multiple approaches to begin creative endeavors.
- Organize and develop artistic ideas and work
- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- Refine and complete artistic work
- Develop and refine artistic techniques and work for presentation
- Select, analyze and interpret artistic work for presentation

0.5 Credit per Year

ADVANCED ART

This course, a student-interest directed class, will require a student with imagination and a desire to grow artistically. Mature commitment, reflection, and self critique are stressed. Portfolios to be developed if applicable.
Prerequisite: Successful completion of *Drawing I* **-AND-** *Drawing II.*

EXPECTATIONS FOR STUDENTS:

1. Students will be provided with a sketchbook and expected to keep up with weekly assignments.
2. Students need to take on the role of an active learner, and participate and create in a positive way.
3. Students need to attend *all classes*, *on time*, or other arrangements need to be made.
4. Students need to respect the work and opinions of other art students.
5. Students need to respect the tools and facilities and *always* clean up after themselves.

6. Students will be engaged in active learning, accessing a variety of art materials and acquiring information through multiple resources to aid in designing, constructing & critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 4.4 Critical Thinking: **Reflection**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Relate artistic ideas & works with societal, cultural and historical context to deepen understanding.
- Perceive and analyze artistic work.
- Generate and conceptualize artistic ideas and work.
- Convey meaning and understanding through the presentation of artistic work.
- Refine and complete artistic work.
- Organize and develop artistic ideas and work.
- Develop and refine artistic techniques and work for presentation.

0.5 Credit per Year

FINE ARTS PORTFOLIO

This is a course designed for the student who has a serious interest in the practical applications of the visual arts and for creating a body of work for continuing studies in the subject beyond high school. This course will be student-driven and informed by student interests and specific college requirements. You will be expected to creatively apply the skills you have acquired over your high school career as you develop a portfolio of work that represents your own unique artistic vision.

EXPECTATIONS FOR STUDENTS:

1. Students are expected to take their artmaking into their own hands.
2. Students will be provided with a sketchbook and expected to keep up with weekly assignments.
3. Students need to complete class work on time and to the best of their ability.
4. Students need to take on the role of an active learner, and participate and create in a positive way.
5. Students need to attend *all classes, on time*, or other arrangements need to be made.
6. Students need to respect the work and opinions of other art students.
7. Students need to respect the tools and facilities and *always* clean up after themselves.
8. Students will be engaged in active learning, accessing a variety of materials and acquiring information through multiple resources to aid in designing, constructing, and critiquing their own visual art.

LEARNING EXPECTATIONS:

LE 4.2 Critical Thinking: **Analysis & Connections**
LE 4.4 Critical Thinking: **Reflection**
LE 5.2 Creativity: **Flexibility & Risk-Taking**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PROFICIENCY INDICATORS:

- Synthesize and relate knowledge and personal experiences to make art.
- Generate plans for ideas and directions for creating art that can affect social change.
- Organize and develop artistic ideas and work.
- Analyze, select, and critique personal artwork for a collection or portfolio presentation.
- Describe the impact that a collection of artwork has on a personal awareness of social, cultural, or political beliefs and understandings.
- Determine the relevance of criteria used by others to evaluate a work of art or collection of works.
- Develop and refine artistic techniques and work for presentation.
- Select, analyze and interpret artistic work for presentation.

0.5 Credit per year

PRINTMAKING

***** This course will be offered in the 2026-2027 school year *****

This course allows you to create multiple unique works of art. A variety of printmaking techniques, such as relief, intaglio, monotype, and screen printing will be learned and utilized. Basic Elements of Art and Principles of Design will be stressed within printed compositions. Class activities are project based giving students an opportunity to practice art fundamentals while learning technical skills in Printmaking. This course will offer students opportunities to engage in design and abstraction, and processes for synthesizing ideas into simple visual imagery. Prints will be created on paper and fabric. As with all fine art courses, we will focus on contemporary and historical examples. **Prerequisite**: Successful completion of *Drawing I.*

0.5 Credit per Year

DIGITAL MEDIA & TECHNOLOGY

INTRO TO DIGITAL MEDIA

Each day in Intro to Digital Media, we will create! In this course, you will be trained using the most professional equipment and software practices used by the industry today and we will create content in both artistic and professional forms. A clear understanding of how to use and care for the equipment is essential so that we have the most positive, productive and fun experience possible. This course is designed to educate a vast spectrum of digital media art skills, therefore, some parts of the year will feel more comfortable than others. It is to be understood that some parts of this course may not be your "forte" and we only ask that you try throughout the semester to find out what areas you might enjoy pursuing.

QUARTER 1: Digital Photography and Photo Manipulation
The first quarter will focus on digital imagery. After exploring DSLR Photography, we will gain full mastery of a modern RAW workflow of digital image capturing and post-production for professional and artistic products. We will master DSLR Camera functions and explore lighting, composition techniques, and digital editing practices for advanced photo manipulation techniques. Principle software will include Adobe Lightroom and Adobe Photoshop.

QUARTER 2: Digital Photography, Photo Manipulation and Video
The second quarter will still focus on some digital photography and editing, but we will transition into film production with more advanced applications of time-based digital media. We will undergo much larger projects that will explore film between pre-production, production, and post-production. We will use some of the most advanced equipment available to modern filmmakers to create powerful visual communications. Principle software will include Adobe Premiere Pro, Photoshop and possibly Adobe After Effects.

EXPECTATIONS FOR STUDENTS:

1. Students are on time for and attend class each day.
2. Students complete assignments in a timely manner and are on task for the entire period.
3. Students advocate for themselves after they have tried to figure out the problem themselves.
4. Students need to take on the role of an active learner, and participate and create artifacts in a positive way.
5. Students need to respect the work and opinions of other students.
6. Students need to respect the equipment/facility and *always* clean up after themselves.
7. Students will be active learners, and be able to access a variety of digital and written materials and acquire information through multiple resources to aid in designing, and constructing their own artifacts.
8. Students make short-term and long-term goals related to time management, interpersonal interactions, or skill development that will lead to their ability to complete quality work on time.

LEARNING EXPECTATIONS:

LE 1.2 Communication: **Presentation**
LE 5.2 Creativity: **Flexibility & Risk-Taking**

CONTENT AREA PRIORITY STANDARDS:

- Envision original ideas and innovations for media artworks using personal experiences and/or the work of others. (MA:Cr1.1.5)
- Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective. (MA:Cr3.1.6a)

- Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. (MA:Pr4.1.I)

0.5 [Technology -or- Fine Arts] Credit per Semester

GRAPHIC DESIGN

In this course, students will learn the principles of design and typography while using professional-grade Adobe design software for digital image manipulation, digital illustration and page layout. Drawings, logos, advertisements and print layouts are some of the projects we will create. Upon completion of the course students will have a digital portfolio to showcase their work by creating their own website. **Prerequisite**: Successful completion of *Intro to Digital Media*.

EXPECTATIONS FOR STUDENTS:

1. Students are on time for and attend class each day.
2. Students complete assignments in a timely manner and are on task for the entire period.
3. Students advocate for themselves after they have tried to figure out the problem themselves.
4. Students need to take on the role of an active learner, participate and create artifacts in a positive way.
5. Students need to respect the work and opinions of other students.
6. Students need to respect the equipment/facility and *always* clean up after themselves.
7. Students will be active learners, and be able to access a variety of digital/written materials and acquire information through multiple resources to aid in designing, and constructing their own artifacts.
8. Students make short-term and long-term goals related to time management, interpersonal interactions, or skill development that will lead to their ability to complete quality work on time.

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**
LE 5.3 Creativity: **Creative Expression**

CONTENT AREA PRIORITY STANDARDS:

- Envision original ideas and innovations for media artworks using personal experiences and/or the work of others. (MA:Cr1.1.5)
- Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective. (MA:Cr3.1.6a)
- Integrate various arts, media arts forms, and content into unified media arts productions, considering the reaction and interaction of the audience, such as experiential design. (MA:Pr4.1.I)

0.5 [Technology -or- Fine Arts] Credit per Semester

WOODWORKING & DESIGN I

This course is set up to expose students to basic Engineering concepts, Computer Aided Drafting (CAD) and Woodworking principles. The first 6 weeks of the course are spent introducing students to basic engineering and design principles and an introduction to our 3D CAD program, ONShape. After gaining some basic skills in CAD, students will design and print a 3D object on our 3D printer.

After acquiring basic knowledge and skills students will then design a woodworking project of their choice. During that time they will also learn the use and safety associated with all the woodworking machines and tools in the lab. After this, they have the option of continuing with the woodworking strand, or may choose to focus on the CAD aspect of the course for the remainder of class.

EXPECTATIONS FOR STUDENTS:

1. Students are on time for and attend class each day.
2. Students complete assignments in a timely manner and are on task for the entire period.
3. Students advocate for themselves after they have tried to figure out the problem themselves.
4. Students need to take on the role of an active learner; participate and create artifacts in a positive way.
5. Students need to respect the work and opinions of other students.
6. Students need to respect the tools/facility and *always* clean up after themselves.
7. Students will be active learners, and access a variety of digital/written materials and acquire information through multiple resources to aid in designing, and constructing their own artifacts.

8. Students make short-term and long-term goals related to time management, interpersonal interactions, or skill development that will lead to their ability to complete quality work on time.

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**
LE 5.5 Habits of Success: **Precision**

CONTENT AREA PRIORITY STANDARDS:

- Design a solution to a complex, real-world problem, by breaking it down into smaller manageable problems using the engineering process.
- Know and use a deliberate design process for generating ideas, creating innovative artifacts, or solving authentic problems.
- Design a solution to a complex real-world problem using engineering principles & a desired output device.
- Simplify problems, extract key information and develop descriptive models to understand complex systems, or facilitate problem-solving.

0.5 [Technology -or- Fine Arts] Credit per Semester

WOODWORKING & DESIGN II

This course is an extension of the Woodworking & Design I course. Students will come into this class with a certain set of skills and prior knowledge they acquired in the previous course. All students will start by doing an introductory unit in Architectural design using an application called Envisioneer. After that, students will continue with more advanced woodworking, and also be introduced to turning with the lathe, welding, creating more advanced 3D parts using OnShape.

There are sometimes also opportunities to participate in service learning projects for the school or community. In the past, our classes have designed and constructed a roof structure for the outdoor pizza oven, a tool shed for the school greenhouse, chairs and benches for the Courtyard, the Chicken Coop and Tree Guards for the sidewalk trees downtown. Whatever your passion is, you will be exposed to a broad range of information and activities that will allow you to explore the many different facets of these engaging topics.

EXPECTATIONS FOR STUDENTS:

1. Students are on time for and attend class each day.
2. Students complete assignments in a timely manner and are on task for the entire period.
3. Students advocate for themselves after they have tried to figure out the problem themselves.
4. Students need to take on the role of an active learner; participate and create artifacts in a positive way.
5. Students need to respect the work and opinions of other students.
6. Students need to respect the tools/facility and *always* clean up after themselves.
7. Students will be active learners, and access a variety of digital/written materials and acquire information through multiple resources to aid in designing, and constructing their own artifacts.
8. Students make short-term and long-term goals related to time management, interpersonal interactions, or skill development that will lead to their ability to complete quality work on time.

LEARNING EXPECTATIONS:

LE 4.3 Creativity: **Brainstorming & Questions**
LE 5.5 Habits of Success: **Precision**

CONTENT AREA PRIORITY STANDARDS:

- Design a solution to a complex, real-world problem, by breaking it down into smaller manageable problems using the engineering process.
- know and use a deliberate design process for generating ideas, creating innovative artifacts, or solving authentic problems.
- Design a solution to a complex real-world problem using engineering principles & a desired output device.
- Simplify problems, extract key information and develop descriptive models to understand complex systems, or facilitate problem-solving.

0.5 Credit [Technology -or- Fine Arts] per Semester

MANUFACTURING & STUDENT ENTREPRENEURSHIP

This course will take the form of a school-based business where students set up and participate in curricula that guides them through the process of creating a business plan, working with local entrepreneurs and other community partners to plan and run a student centered enterprise. This class will encourage students to work in teams and to engage in each aspect of running a business: product design and selection, production, quality control, marketing, sales, and financial bookkeeping. Students will learn the process of starting a business with emphasis on topics such as risk-taking, business structure, money investment and resource analysis. The nature of the topics allow for interdisciplinary study in development of marketing and social media for business start-ups. By experiencing the trials at each stage of starting, building, and running an entrepreneurial venture, students will be better prepared for their own entrepreneurial journey in the future.

EXPECTATIONS FOR STUDENTS:

1. Students are on time for and attend class each day.
2. Students complete assignments in a timely manner and are on task for the entire period.
3. Students advocate for themselves after they have tried to figure out the problem themselves.
4. Students need to take on the role of an active learner; participate and create artifacts in a positive way.
5. Students need to respect the work and opinions of other students.
6. Students need to respect the tools/facility and *always* clean up after themselves.
7. Students will be active learners, and access a variety of digital/written materials and acquire information through multiple resources to aid in designing, and constructing their own artifacts.
8. Students make short-term and long-term goals related to time management, interpersonal interactions, or skill development that will lead to their ability to complete quality work on time.

LEARNING EXPECTATIONS:

LE 2.2 Citizenship: **Responsibility**
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PRIORITY STANDARDS:

- Creation of entrepreneurial thinkers who also have the skills and tools to start their own businesses.
- Know and use a deliberate design process for generating ideas, creating innovative artifacts, or solving authentic problems.
- Develop, implement and manage our company's marketing and social media plan.
- Act as a responsible and contributing citizen and employee.
- Use technology to enhance productivity and communication.
- Seek out, develop and nurture connections with local merchants and the community.

0.5 Credit [Technology -or- Fine Arts] per Semester

WORLD LANGUAGES

FRENCH I

Students are introduced to some essential communication tools in French. Listening and speaking are the main objectives in the first level of French. Basic conversational French is taught using listening, narrative selections, and student-to-student / student-to-instructor interactions. Elementary reading and writing activities enhance understanding of vocabulary and grammar. Students will also explore aspects of French cultures from around the world.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 6.2 Habits of Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Exchange greetings using a familiar/formal tone: name, age, where one lives, recite/recognize numbers.
- Describe likes and dislikes.
- Describe self, and others using the verbs regular verb conjugation.
- Communicate and describe school and daily activities.
- Communicate about sports and weather.

- Communicate about food, demonstrate proficiency in forming questions.
- Order food, make a reservation, talk about food preferences.
- Discuss future plans - the verb aller with infinitives.

1 Credit per Year

FRENCH II

This course is a continuation of French I with a strong focus on grammar and vocabulary building on previous years' learning. Listening and reading are a significant portion of the class. Students read basic texts including short stories, and vignettes in French. Students practice expressing themselves in written and spoken assignments including creative prompts, dialogues, and storyboards. Students explore aspects of Francophone culture through music, news stories and cultural highlight lessons. **Prerequisite:** In the previous academic year, 3.00 or higher in *French 1 / Middle School French.*

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**

CONTENT AREA PROFICIENCY INDICATORS:

- Communicates information about self & others.
- Describes daily routines.
- The past tense – Describes what was done.
- Around the town – Give and ask directions, make a purchase.
- Object pronouns – Demonstrates understanding & use of direct & indirect object pronouns.
- The imperfect – Describes and tells how things were or used to be.
- Demonstrates understanding use of the passé composé versus the imparfait.
- Writes a creative story and demonstrates understanding of the present, past and future tenses.

1 Credit per Year

FRENCH III

Students review and refine their understanding of French grammar. Students begin to learn the nuances of language both in vocabulary and structures. Grammar is studied in context and students begin to manipulate syntax and structures, especially verb tenses as they occur in relationship to one another. Spontaneous interactions in class reinforce and enhance the communication process. Students continue to fine-tune listening, speaking and pronunciation skills via dictations, audio recordings, films and interactive role play. Project presentations show more control of the target language. **Prerequisite:** In the previous academic year, 3.00 or higher in *French II.*

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:

- Speaks in the present and imperative tense about movement actions.
- Tells about past events using the passé composé and imparfait.
- Uses object pronouns to refer to people, places and things.
- Explores cuisine and terroir, and expresses desires and necessities using devoir, pouvoir, vouloir.
- Uses conditional and future tenses to talk about plans and hypothetical situations.
- Discusses health and daily routines with pronominal verbs.

1 Credit per Year

FRENCH IV

Students solidify an understanding of French grammar and vocabulary through exposure to a variety of readings. Students maximize their time speaking and listening to French. At this level, students will be reading poetry, short stories, fables, adaptations from a variety of French classical literature, le Petit Prince and authentic articles. Poetry, short essays and opinion papers will sharpen writing skills. While the fall studies are mainly devoted to art and Francophone artists, a spring project includes a unit on the environment. French is almost exclusively

used in class and students are expected to participate daily. **Prerequisite:** In the previous academic year, 3.00 or higher in *French III.*

LEARNING EXPECTATIONS:
LE 1.1 Communication: **Collaborative Discussion**
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:
- Creates a biography and an autobiography using the past, present and future.
- Describes and compares art.
- Explores the life of a Francophone artist and their role in art history.
- Discusses relationships and their complexities.
- Shares creative solutions to the climate crisis through comparative study.
- Studies the work of a chosen Francophone author and discusses their work with others.

1 Credit per Year

FRENCH V
The course is designed to expose the student to sophisticated and authentic materials to prepare for an advanced language assessment and/or for the student who wants to continue the study of French at an advanced level. A wide selection of materials is used to expose the student to a variety of writing styles and topics from authors in the Francophone world.

Listening skills are sharpened via authentic recordings, films and the internet. French films are part of the curriculum and students will discuss and write critiques. While grammar is reviewed and nuances of use examined, students are expected to be self-motivated learners and explore areas that need to be fine-tuned. The class is conducted exclusively in French. **Prerequisite:** In the previous academic year, 3.00 or higher in *French IV*.

LEARNING EXPECTATIONS:
LE 1.1 Communication: **Collaborative Discussion**
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:
- Beauty and Aesthetics (L'esthétique)
- Personal and Public Identities
- Families and Communities
- Global Challenges
- Science and Technology
- Contemporary Life

1 Credit per Year

LATIN I
This course is an introduction to the Latin language and the cultures of the ancient world. Learners will acquire high frequency vocabulary words, basic sentence structure and grammar, and cultural literacy about the ancient world through an inductive reading approach.

EXPECTATIONS FOR STUDENTS:
Learners will demonstrate proficiency through English to Latin translation exams. Learning Expectations will be assessed through short speeches and collaborative discussions.

LEARNING EXPECTATIONS:
LE 1.2 Communication: **Presentation**
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:
- Constructs meaning from words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple highly-predictable oral or written texts, with visual support or other contextual help.

- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

1 Credit per Year

LATIN II

This course is a continuation of the introduction to the Latin language and the cultures of the ancient world. Learners acquire more vocabulary, translate longer and increasingly more complicated passages, and continue to encounter complex social, political, and historical issues through the textbook's inductive reading method. **Prerequisite:** In the previous academic year, 3.00 or higher in *Latin I*.

EXPECTATIONS FOR STUDENTS:

Learners will continue to demonstrate proficiency on English to Latin translation exams as well as LE projects such as speeches and collaborative discussions.

LEARNING EXPECTATIONS:

LE 1.2 Communication: **Presentation**
LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:

- Constructs meaning from main ideas and some supporting details on familiar topics from simple, straightforward texts that contain predominantly high-frequency vocabulary.
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

1 Credit per Year

LATIN III: ADVANCED LINGUISTICS

This course adds a considerable amount of vocabulary to the students' "high frequency" list from levels I and II. Students read increasingly more complex material via the inductive reading method. Students finish the textbook and move on to advanced Latin prose by the end of the year. **Prerequisite:** In the previous academic year, 3.00 or higher in *Latin II*.

EXPECTATIONS FOR STUDENTS:

Latin III is an advanced language course. Translation exams will cover complicated grammar topics. Students will continue to give speeches on cultural topics and have collaborative discussions on aspects of the culture of the ancient world as revealed through the textbook.

LEARNING EXPECTATIONS:

LE 1.2 Communication: **Presentation**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Understands main ideas and supporting details on familiar topics and subject matter from a variety of more complex texts that have a clear organized structure.
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

1 Credit per Year

LATIN IV: ANCIENT WISDOM

This course will explore contemporary social and philosophical issues with an ancient lens. **Prerequisite:** In the previous academic year, 3.0 or higher in *Latin III: Advanced Linguistics*.

EXPECTATIONS FOR STUDENTS:

Students will be expected to demonstrate proficiency through collaborative discussions, presentations, short speeches, and written or recorded reflections on reading assignments.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 3.1 Wellbeing: **Self-Awareness**

CONTENT AREA PROFICIENCY INDICATORS:

- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners reflect on their progress in using languages for enjoyment, enrichment, and advancement.
- Learners make meaning from a philosophical argument.
- Learners apply a philosophical argument to their experience.
- Learners develop an informed perspective about a philosophical argument.

1 Credit per Year

LATIN IV: ROMAN LITERATURE

This course will explore cultural themes through advanced, authentic Roman texts.
Prerequisite: In the previous academic year, 3.0 or higher in *Latin III: Advanced Linguistics*.

EXPECTATIONS FOR STUDENTS:

Students will be expected to demonstrate proficiency through sight translation exams based on the readings.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 3.1 Wellbeing: **Self-Awareness**

CONTENT AREA PROFICIENCY INDICATORS:

- Understands texts from many genres dealing with a wide range of subjects, both familiar and unfamiliar, both concrete and abstract.
- Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
- Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- Learners set goals; reflect on their progress in using languages for enjoyment, enrichment, & advancement.

1 Credit per Year

SPANISH I

In this course students are introduced to the foundational grammar and vocabulary of Spanish. Basic conversational Spanish is taught using listening drills, narrative selections, and student-to-student / student-to-instructor interactions with an emphasis on pronunciation. Elementary reading and writing with scaffolded supports is integral. Students explore aspects of the Spanish-speaking world on a regular basis.

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**
LE 5.2 Creativity: **Flexibility & Risk Taking**

CONTENT AREA PROFICIENCY INDICATORS:

- Communicate about numbers and colors.
- Greet a stranger and introduce yourself.
- Describe people using the verb ser and adjectives.
- Label a calendar and communicate about weather throughout the year.
- Communicate about your school schedule and what you do in classes.
- Communicate about the foods and beverages you consume.
- Extend, accept, and decline invitations for near-future plans around town.
- Describe different members of your family.
- Modulates speech patterns to communicate effectively

1 Credit per Year

SPANISH II

This course is a continuation of conversational Spanish with a strong focus on grammar and vocabulary building on previous years' learning. Listening and reading are a significant portion of the class. Students read basic texts including short stories, news articles and vignettes in Spanish. Students practice expressing themselves in written and spoken assignments including creative prompts, dialogues, and storyboards. Students explore aspects of the Spanish-speaking world on a regular basis through music and cultural highlight lessons. **Prerequisite:** In the previous academic year, 3.00 or higher in *Spanish I*.

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**
LE 5.1 Creativity: **Brainstorming & Questions**

CONTENT AREA PROFICIENCY INDICATORS:

- Use correct pronunciation to communicate about yourself in the present tense using familiar verbs.
- Describe and compare different people and things.
- Communicate about your daily morning routine using reflexive verbs.
- Communicate about what you did around town.
- Communicate about what you did during a trip abroad to a Spanish speaking city.
- Give and follow directions to navigate a city.
- Communicate about your childhood experiences.
- Modulates speech patterns to communicate effectively

1 Credit per Year

SPANISH III

This course is a continuation of conversational Spanish with an emphasis on more advanced grammar and vocabulary as well as novel and authentic application of grammar skills and vocabulary. Oral proficiency is stressed through a variety of applied practical activities. The reading of short stories, legends, songs, and poetry reinforces comprehension and acts as an introduction to Spanish and Latin American authors, poets, artists and musicians. Students continue their exploration of culture through the lens of current events in classroom discussions and through authentic music and films from the Spanish-speaking world. **Prerequisite:** In the previous academic year, 3.00 or higher in *Spanish II*.

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**
LE 5.1 Creativity: **Brainstorming & Questions**

CONTENT AREA PROFICIENCY INDICATORS:

- Communicate about yourself in the present tense using more complex grammar structures.
- Tell a story about a past outdoor adventure.
- Tell a legend using preterit and imperfect conjugation.
- Give advice using commands.
- Express wishes and recommendations about what others do.
- Create a job posting, interview possible employees, and interview for positions.
- Communicate about world issues and possible solutions.
- Modulates speech patterns to communicate effectively.

1 Credit per Year

SPANISH IV

This course includes the completion of grammatical skills and is designed to give students further exposure to the Spanish language through study of the Spanish-speaking world and its peoples, histories, and cultures. Although vocabulary expansion, grammar review and writing are stressed through written and oral exercises, reading, and discussion, the pace is moderate and students have an opportunity to strengthen the fundamentals before continuing on. Students continue their exploration of culture through the lens of current events in classroom discussions and personal responses as well as through authentic music & films from the Spanish-speaking world. **Prerequisite:** In the previous academic year, 3.00 or higher in *Spanish III.*

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:

- Relate the biography of a famous artist and describe their work.
- Describe, critique, and compare art.
- Give advice and express wishes and recommendations about what others do.
- Use the subjunctive mood to share reactions to technology's impact on culture.
- Create a job posting, interview possible employees, and interview for a position.
- Express reactions to and judgement of another's actions.
- Investigate, explain, and reflect on culture through the study of a native plant.
- Modulates speech patterns to communicate effectively

1 Credit per Year

ADVANCED PLACEMENT SPANISH (AP)

This course is designed to refine and enhance the language skills acquired in the prior four plus years of study and to give students deeper insight into Spanish-speaking culture. Students apply their growing knowledge of Spanish vocabulary and grammar through challenging writing, reading, speaking, and listening activities, using authentic sources. Spanish will be used almost exclusively in the classroom to create an immersion experience. Students are given preparation and are encouraged to take the national Advanced Placement Spanish Language Exam. Successful students may be given advanced standing in college, potentially receiving credit and placement in intermediate Spanish in college. **Prerequisite:** In the previous academic year, 3.00 or higher in *Spanish IV.*

LEARNING EXPECTATIONS:

LE 3.4 Wellbeing: **Mindset**

CONTENT AREA PROFICIENCY INDICATORS:

- Interpretive Communication: Understand the main message and supporting details on a wide variety of familiar and general interest topics across various time frames from complex, organized texts that are spoken or written.
- Interpersonal Communication: Maintain spontaneous spoken, or written conversations and discussions across various time frames on familiar, as well as unfamiliar, concrete topics, using a series of connected sentences and probing questions.
- Presentational Communication: Deliver detailed and organized presentations on familiar and unfamiliar concrete topics, in paragraphs and using various time frames through spoken or written language.

- Intercultural Communication: Explain some diversity among products and practices in their own and other cultures and how it relates to perspectives.

1 Credit per Year

LA BONNE CRÊPE *"Learning how to run a Food Cart business!"*

This course will be a a hands-on project with a three-fold mission:

1. **Learn a variety of job skills, and build ownership**: Running a food cart business includes managing a budget, marketing, developing menus, purchasing, safe food handling, food prepping and cooking, scheduling and staffing. Students will demonstrate their proficiency in several of these skills.
2. **Celebrate local food and culinary traditions**: Develop and improve upon a menu featuring seasonal ingredients that are either MHS-grown or local. Students will gain an understanding of how menus are developed.
3. **Raise funds**: All proceeds from the crêpe cart will fund MHS student travel.

EXPECTATIONS FOR STUDENTS:

During the Farmer's Market months of September, October, May and June, our main focus will be to prepare and run the crêpe cart. During the winter months, students will explore their own line of inquiry, leading to areas of expertise within this project. Projects can include, but are not limited to: improving our recipes and our menu, sourcing our food, learning from local entrepreneurs and chefs, maintaining a cohesive brand and an online presence, researching the change to non-profit status, developing new products for the off-season, upgrading the physical food cart, and building a strong, diverse team.

LEARNING EXPECTATIONS:

LE 2.2 Citizenship: **Responsibility**
LE 6.3 Habits for Success: **Collaboration**

CONTENT AREA PROFICIENCY INDICATORS:

- Students can safely and effectively operate a crêpe cart, and can work as part of a team towards increased quality and efficiency.
- Students can develop a line of inquiry based on my skills and interests, and develop expertise through research and learning from knowledgeable people in this field. Students can share findings with others in a clear and engaging manner.
- Other content area proficiency indicators will be developed by students and teachers, based on business needs and student interest.

0.5 Credit per Semester

LA COCINA "Exploring Latin American Culture Through Food"

***** This course will be offered in the 2026-2027 school year *****

In this semester-long course, students will explore the products and practices of different regions of the Spanish-speaking world through the lens of food. Through this exploration they will come to better understand the relationship between food and cooking in the Spanish-speaking world and the perspectives of various Latin American cultures. As students learn about culturally-grounded ingredients, they will explore different traditional recipes and will experiment with these to innovate new combinations. As a culminating project, students will create a recipe for a product that they can market and sell as a fundraiser for the Travel Equity fund. The course will have two main threads (one in Spanish and another in English) and students will choose which path they want to take. This will allow advanced Spanish students to continue to develop their Spanish communication skills, but will also be accessible to students who have no experience with the Spanish language.

0.5 Credit per Semester

PHYSICAL EDUCATION

COURSE OPTIONS: Prerequisite Courses

All 9th grade students are required to choose one of the three prerequisite courses listed below before enrolling in any PE extension course offered in this section. Please note, prerequisite courses are not limited to 9th grade students. ***For example, any student who successfully completes a prerequisite course as a 9th grader can take another prerequisite course whenever their schedule permits throughout their time here at MHS.***

PHYSICAL EDUCATION I "Lifetime Skills & Activities"

This course focuses on units centered around the four game categories. These categories are used throughout all courses offered in the gymnasium. Knowing these categories is essential as students move through our curriculum. In addition to these game categories and the games we'll play within them, students will be introduced to valuable lifetime skills like health-related fitness, self defense, first aid, CPR as well as outdoor pursuit activities like canoeing. Developing these skills can create a passion for activities that will last a lifetime.

UNITS OF STUDY: Each unit below will vary in length but will not exceed two weeks (roughly 5 classes). The activities we will explore from each of the four game categories are in the table below.

Invasion Games	Net & Wall Games	Target Games	Striking & Fielding Games
Floor Hockey	**Badminton**	**Disc Golf**	**Mush Ball**
Basketball (3v3/4v4)	**Eclipse Ball**	**Archery**	**Mat Ball**

EXPECTATIONS FOR STUDENTS:

Students are expected to attend scheduled classes and dress appropriately for physical activity, participate daily, and demonstrate responsible personal and social behavior. Students will display knowledge and competence through evidence based on MHS Learning Expectations.

LEARNING EXPECTATIONS:

LE 2.2 Citizenship: **Responsibility**

CONTENT AREA PROFICIENCY INDICATORS:

- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

0.5 Credit per Semester

PHYSICAL EDUCATION II "Games for Understanding"

This course uses the four game categories taught in PE I and offers more options from each category that students have not played. In this course we aim to provide our students with more opportunities to make connections between activities within each category and prior classes while still focusing on improving associated motor skills. Join us in Games for Understanding if you like game play and are interested in exploring some new activities with your peers. Students will leave the course with the understanding that physical activity provides us with healthy competition, enjoyment, challenge, self-expression and social interaction, all of which are important.

UNITS OF STUDY: Each unit below will be five classes in length which is approximately two weeks long. The activities we will explore from each of the four game categories are in the table below.

Invasion Games	Net & Wall Games	Target Games	Striking & Fielding Games
Gatorball	**Tchoukball**	**Basketball** (Shooting)	**Wiffle Mat Ball**
Handball	**'Inside Out' Ultimate**	**Bocce Mini Golf**	**'Kick it' Cricket**

EXPECTATIONS FOR STUDENTS:
Students are expected to attend classes and dress appropriately for physical activity, participate daily, and demonstrate responsible personal and social behavior. Students will display knowledge and competence through evidence based on MHS Learning Expectations.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**

CONTENT AREA PROFICIENCY INDICATORS:
- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

0.5 Credit per Semester

FOUNDATIONAL STRENGTH
This course introduces strength training on a basic level. Areas of focus include strength development, conditioning, nutrition and safe form/technique. Students will explore the fitness movement patterns, study the elements of fitness, research the nutrients of proper nutrition and learn how to safely navigate a fitness center. This course is designed to give the novice and inexperienced a strong foundation but is also appropriate for the more experienced. A combination of classroom instruction and active participation provides students with the confidence to utilize fitness activities as means to become active individuals now and in the future.

EXPECTATIONS FOR STUDENTS:
Students are expected to be a healthy addition to every class. A willingness to explore things outside your comfort zone will be critical. Students must have appropriate attire for physical activity, participate daily, and demonstrate responsible personal and social behavior. Students are provided with multiple opportunities to reach proficiency.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**

CONTENT AREA PROFICIENCY INDICATORS:
- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

0.5 Credit per Semester

COURSE OPTIONS: Extension Courses
Students may **ONLY** enroll in these extension courses once they've successfully completed one of the three prerequisite courses above.

PERSONAL WELLNESS
This course emphasizes fitness on an individual level with the goal to develop physically educated students who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Each student is exposed to various fitness assessments, concepts and exercise programs. A combination of classroom instruction and active participation provides students with the necessary knowledge to set fitness goals, exercise regularly and carry out their own programs now and in the future. Students will be expected to work with the instructor to plan their individual workouts and participate in life skills and activities.

EXPECTATIONS FOR STUDENTS:

Students are expected to dress appropriately for physical activity, participate daily, and demonstrate responsible personal and social behavior. Students are provided with multiple opportunities to reach mastery.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**

CONTENT AREA PROFICIENCY INDICATORS:
- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

0.5 Credit per Semester

YOGA (Fall Semester Only)
Students will learn the foundations of yoga including movements and breathwork. They will get an understanding of what yoga is, its origins and iterations as it has moved from the east to the west, body alignment and awareness and the holistic benefits of a sustained practice. Students will learn and practice poses, how to link poses with breath, and practice guided mindfulness/meditation. The goal of this class will be to help students improve strength, flexibility, focus, attention, regulation skills and to create a practice they can take with them well beyond the end of the semester.

EXPECTATIONS FOR STUDENTS:
Students are expected to dress appropriately (comfortable clothing that allows moving and stretching) for a yoga class, participate in 2 weekly yoga classes (this will be during a scheduled block in school), and demonstrate responsible personal and social behavior. Students are also expected to complete weekly reflections.

LEARNING EXPECTATIONS:
LE 3.1 Wellbeing: **Self-Awareness**
LE 3.2 Wellbeing: **Self-Management**

CONTENT AREA PROFICIENCY INDICATORS:
- Develops a variety of motor skills.
- Applies knowledge related to movement and fitness concepts.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

0.5 Credit per Semester

UNIFIED PE (Spring Semester Only)
Students will explore small sided games and activities with peers, the lead instructor and other staff. This low stakes course allows ample time and space to explore movement at a pace that works for everyone. It is essential that students bring the best versions of themselves each and every day to support one another.

EXPECTATIONS FOR STUDENTS:
Students are expected to dress appropriately for physical activity, participate daily, and demonstrate responsible personal and social behavior.

LEARNING EXPECTATIONS:
LE 2.2 Citizenship: **Responsibility**

CONTENT AREA PROFICIENCY INDICATORS:
- Develops a variety of motor skills.
- Develops social skills through movement.
- Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

0.5 Credit per Semester

PERSONALIZED LEARNING STUDY - PHYSICAL EDUCATION

As part of the Flexible Pathway Program here at MHS students are provided the opportunity to earn physical education credit through activities they are passionate about. In a nutshell, students must complete 4 hours per week of said activity and identify a skill from that activity to master over the 18 week semester. Additionally students will write reflections, log hours and participate in a local community event centered around physical activity. The goal of this class is to show students we value their interests and want to support the activities they've identified as their favorite within the vast world of physical activity and sport. Also to highlight and showcase the many physical activity options available to them in our community and beyond. More information on this opportunity can be found in the Flexible Pathways section of the Program of Studies.

0.5 Credit per Semester

HEALTH / ELECTIVES

HEALTH

The theme of this skills-based course is "Your Power To Choose." The semester begins with a focus on self-awareness as students track their wellness habits and create a plan to grow their stress resilience and increase their access to healthy choices. They will then expand their lens to explore and analyze the messages that influence their decision-making, including those from peers, family, technology, culture, and personal values. Throughout the sexual health unit, they will practice ways to understand and communicate their feelings, needs, and desires in order to cultivate healthy, consensual relationships. Finally, students will use their voices alongside their peers to practice advocating for a cultural shift around a health issue of their choice. Topics covered will include stress, resilience, emotional regulation, mental health, drugs & alcohol, comprehensive sexual health, and advocacy.

LEARNING EXPECTATIONS:

LE 3.1 Wellbeing: **Self-Awareness**

CONTENT AREA PROFICIENCY INDICATORS:

- Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Use interpersonal communication skills to enhance health and avoid or reduce health risks.
- Demonstrate the ability to advocate for personal, family, and community health.

0.5 Credit per Year

HEALTHY MASCULINITY (Fall Semester Only)

This course invites male-aligned students to explore masculinity in a safe and structured classroom environment. Course goals include developing developing perspective on the ways in which traditional masculinity has contributed to sexual assault and violence; developing awareness of non-violent and nurturing masculinities; providing the space for peer connection; developing and sustaining healthy relationships; and creating the conditions for relevant activism. The course is possible because of the materials, personnel, and work of Men Can Stop Rape. Visit their website for more details: https://mcsr.org/whoweare
Prerequisite: Must be an 11th or 12th grade student.

EXPECTATIONS FOR STUDENTS:

Students will be expected to develop and contribute to norms, discussion protocols, and activities that are designed to develop perspectives on issues relating to masculinity and its impact on individuals and communities. To that end, students will be expected to be open to these topics as a starting point for further inquiry. Finally, students will be expected to participate in the process of feedback regarding the sustainability and appeal of the course for future students.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 3.1 Wellbeing: **Self-Awareness**

0.5 (Elective) Credit per Year

DRIVER EDUCATION

DRIVER AND TRAFFIC SAFETY EDUCATION (Fall -OR- Spring)

Driver and Traffic Safety Education is a one semester course that is scheduled for both the fall and spring semesters during the school year. **Prerequisite:** Students MUST have their Vermont Learner's Permit prior to enrolling into this course. It is strongly recommended that students get their permit shortly after they turn fifteen years old, and start gaining valuable basic driving skills before entering this course.

Students MUST receive a minimum of 36 hours of classroom instruction, 6 hours of behind-the-wheel instruction and 6 hours of observation!

SELECTION PROCESS:

Enrollment demand often exceeds our ability to provide the minimum behind-the-wheel instruction, so students will be admitted to the course on the basis of (1) their grade level and (2) their age within each grade level. Seniors have enrollment priority over juniors, and juniors have priority over sophomores. Therefore, the oldest senior has the highest priority and the youngest sophomore has the least. Only under very extreme conditions will freshmen be allowed to take this course. Students eighteen or older are not required to take this course in order to get their license. Driver Education will be offered ONLY once to a student, due to enrollment demands.

EXPECTATIONS FOR STUDENTS:

A classroom cumulative grade of 3.00 is required for the successful completion of this course. Students should never miss any classes or driving times. Any missed time will be made up. Additional classes will be required during the Solon Block periods to allow adequate class hours. *These may include any Monday, Tuesday, Thursday, or Friday 7:30 to 8:00 am*. Adherence to motor vehicle laws and safety is a requirement of this course.

ASSESSMENT:

Classroom assessment is based on homework/classroom assignment completion, classroom participation and marking period exams. Driving performance is evaluated based on proficiency.

LEARNING EXPECTATIONS:

LE 3.5 Wellbeing: **Decision-Making**

CONTENT AREA PROFICIENCY INDICATORS:

- **DE 1.1 Defensive Driving:** Students will understand the social responsibilities of a safe driver and how the driver's condition impacts their ability to operate a motor vehicle while following all applicable laws.
- **DE 1.2 Vehicle Operation:** Students will be able to perform basic maneuvers that are necessary for the safe operation of a motor vehicle while keeping the vehicle in balance.

0.5 Credit per Semester

LEARNING SERVICES

Montpelier High School offers Special Education Services for those students who are eligible under the guidelines established by the Individuals with Disabilities Education Act (IDEA).
Learning Services has five primary functions:

1. *Classroom support for teachers and students designed to enable participation in the general curriculum.*
2. *Direct instruction in basic skills (reading, written expression, oral expression, mathematics, and listening comprehension.*
3. *Instruction in skills related to transitions such as Community Based Learning, job shadowing,*

and career planning.

4. *Direct instruction in daily living skills, as needed.*
5. *Specific behavioral support, as needed.*

MULTILINGUAL LEARNERS

ENGLISH CULTURE & LINGUISTICS

English Culture & Linguistics is open to all Multilingual Learners (MLs) who have more than one language spoken in their home or whose first language is a language other than English, and demonstrate a need for English support. The course of study includes instruction in the English language skills of speaking, listening, reading, and writing; vocabulary and grammar; and elements of U.S. culture. Students receive individualized language instruction as well as support for academic language in the content areas.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 4.1 Critical Thinking: **Addressing the Question**

CONTENT AREA PROFICIENCY INDICATORS:

- In class discussions: state and restate a position; clarify their own and others' ideas; use stock expressions and connect to and build on others' ideas.
- Interpret teacher assignments; use reading strategies to tackle long texts; make meaning from complex academic text.
- Identify and decipher idioms and figurative language in oral speech and written text; compare and contrast idioms in English and other languages.
- Choose evidence relevant to a thesis statement; connect the evidence to the statement with analysis.
- Use compound and complex sentences to combine ideas; use subordinate conjunctions and clauses to join dependent information; express cause and effect in writing.
- Identify, describe, and explain people, places and events that have influenced you; use verb tenses fluently to express past, present, and future action; use transition words and phrases to link ideas and events.

0.5 Credit per Semester

ENGLISH LEARNING LANGUAGE LAB

English Learning Language Lab is open to all Multilingual Learners (MLs) who have more than one language spoken in their home or whose first language is a language other than English, and demonstrate a need for English support. The course will focus on applying previously-learned language skills to the academic demands of grade-level content courses. Students will receive writing instruction and support.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 4.1 Critical Thinking: **Addressing the Question**

CONTENT AREA PROFICIENCY INDICATORS:

Grade 9:

- Use a variety of strategies to plan, draft, organize & revise writing pieces for grade-level content courses.
- Recognize, identify, explain and use school-specific vocabulary with teachers and peers.
- Communicate effectively with teachers and other school staff using spoken and written communication skills, including phone messages, email, and in-person meetings.

Grade 10:

- Use a variety of strategies to plan, draft, organize & revise writing pieces for grade-level content courses.
- Decode and comprehend technical documents such as driver education manuals to meet a specific goal.
- Identify and apply test-taking strategies for written and computer tests.
- Identify and effectively use speaking and non-verbal strategies in interview situations.

Grades 11-12:

- Use a variety of strategies to plan, draft, organize & revise writing pieces for grade-level content courses.
- Efficiently read and parse complex text passages to identify the main ideas, supporting details, and author's purpose.

- Identify and explain English grammar patterns and rules.
- Write multi-paragraph essays to explain significant events and the impact on the writer.
- Identify and use speaking and listening skills in specialized/technical situations.
- Define and accurately use specialized/technical vocabulary in context.

0.25 / 0.5 Credit per Semester

LITERACY SUPPORT

LITERACY LAB

This course is offered to referred 9th & 10th graders with a focus on strengthening literacy skills in word study, fluency, and comprehension. The course takes a systematic instructional approach reinforcing fundamental reading and writing skills through the use of regular education course content and texts. This course is a year long but students may be able to enter or exit at the semester mark.

LEARNING EXPECTATIONS:

LE 6.3 Habits for Success: **Collaboration**

1 Credit per Year

LITERACY & COMMUNITY

This course is offered to referred 10th, 11th & 12th graders and is designed to help students read/write more efficiently and effectively. Research based strategies through highly interactive contexts will be employed to further comprehension and vocabulary acquisition. Students will explore word meanings, morphological variations, and vocabulary used in context, to support comprehension in real word application. Community partnerships and service will also be used to build belonging and engagement. Students may have the opportunity to take this course for credit in another content area.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Establish a claim/thesis/purpose.
- Selecting and using details/evidence.

0.5 Credit per Year

LITERACY FOR LIFE

This course is offered to referred 11th & 12th graders designed to help students comprehend complex texts and apply literacy skills in real life situations. The curriculum is designed to help read more efficiently and effectively for comprehension, analysis, reasoning, word study, and fluency. The goal is reading and writing for understanding and practical life application and communication. Students may have the opportunity to take this course for credit in another content area.

LEARNING EXPECTATIONS:

LE 1.1 Communication: **Collaborative Discussion**
LE 6.2 Habits for Success: **Precision**

CONTENT AREA PROFICIENCY INDICATORS:

- Establish a claim/thesis/purpose.
- Selecting and using details/evidence.

0.5 Credit per Year

MATH SUPPORT

STRATEGIC ALGEBRA

This course is to be taken along with *Algebra I* and it offers support, resources and extra time for students to complete work from the core class. Students will receive extra exposure to all the same math concepts taught in class in order to strengthen their understanding of the material. This course is a year long but students may be able to enter or exit at the semester mark.

LEARNING EXPECTATIONS:

LE 6.3 Habits for Success: **Collaboration**

1 Credit per Year

STRATEGIC GEOMETRY

This course is to be taken along with a *Geometry* class and it offers support, resources and extra time for students to complete work from the core class. Students will receive extra exposure to all the same math concepts taught in class in order to strengthen their understanding of the material. This course is a year long but students may be able to enter or exit at the semester mark.

LEARNING EXPECTATIONS:

LE 6.3 Habits for Success: **Collaboration**

1 Credit per Year

FLEXIBLE PATHWAYS

Flexible Pathways is an encompassing term for opportunities that allow expanded voice and choice in one's education. Montpelier High School is proud to offer flexible pathways to all learners. When learners pursue experiences outside of our traditional course listings, they consult with their school counselor for a discussion of options, prior approval and appropriate next steps. The costs associated with flexible pathway experiences vary, are evaluated on a case-by-case basis, and are provided to learners as funding allows. For more information on Flexible Pathways, please visit the AOE website: http://education.vermont.gov/student-learning/flexible-pathways

SKILLS AND DISPOSITIONS

Flexible pathway learning experiences require a strong commitment to utilizing and growing the following skills and dispositions, aligned with Learning Expectations (LEs)**:**

- Presentation (LE 1.2)
- Responsibility (LE 2.2)
- Self-Management (LE 3.2)
- Mindset (LE 3.4)
- Flexibility & Risk Taking (LE 5.2)
- Preparedness (LE 6.1)
- Precision (LE 6.2)

COMMUNITY BASED LEARNING

Community Based Learning (CBL) provides learners with an opportunity to use the community as an extension of the classroom in order to add authenticity to learning. CBL advisors work one on one with students to design an individualized experience, which may include working with a Community Partner. Community Partners can be mentors in the professional community as well as businesses and organizations. As a result, learners' experiences expand beyond high school walls; their perspectives on themselves as engaged young adults and responsible community members change and mature. A learner may enroll in a Personalized Learning Study in conjunction with CBL. For more information, visit (https://sites.google.com/mpsvt.org/cbl) and meet with a CBL advisor.

CBL EXPERIENCE TYPES:

- *Work-Based Learning*: Job shadows and traditional internship work with professional(s) in the workplace in order to learn more about a specific career.

- ❖ *Community-Based Personal Studies*: Similar to an independent study, students explore specific topics in order to learn something they wouldn't typically have access to at MHS. This may be conducted using community resources including Community Partners. These can also focus on wellness & executive skill building experiences.
- ❖ *Service-Based Learning*: Volunteer work on a project that benefits our community.

STUDENT EXPECTATIONS

CBL is open to all learners who have room in their schedules to be out in the community on a weekly basis. CBL relies on the relationships we build and maintain year after year with our Community Partner network. The students, as ambassadors of MHS and the CBL Program, need to be able to demonstrate excellent preparedness skills and/or be willing to grow these skills.

CBL students explore vocational or avocational interests in a community based setting. Along with participation at their community site, students meet regularly with their school advisor to reflect on their experience and the knowledge, understandings, and skills they are developing through it.

The amount of time that learners devote to their individual experiences varies greatly depending upon the particular placement. Learners are expected to communicate regularly and in a professional manner with their CBL advisor and community partner, specifically using their school email. CBL enrollment is capped at 60 students each semester.

LEARNING EXPECTATIONS

LE 2.2 Citizenship: **Responsibility**
LE 3.1 Wellbeing: **Self-Awareness**

PROFICIENCY/CREDIT

CBL is a graded course where elective credit is awarded based on the demonstration of proficiency in the course LE indicators, and the successful completion of the tasks and activities outlined in the course syllabus. For more information, visit our CBL website at https://sites.google.com/mpsvt.org/cbl

0.5 Credit per Semester

INTRODUCTION TO COLLEGE AND CAREERS (Spring Semester Only)

This course provides high school and new students with the opportunity to explore the college experience within the context of their future career goals. Students reflect upon their strengths, interests, values, and goals by focusing on three key questions -- Who am I? What are the habits of effective people? What will I do after high school? -- and learn about the expectations necessary to succeed in academic and professional settings. Students will learn how disability is defined and viewed within the context of a college community and will examine social issues through the lens of the individual and society. In addition to the core curriculum, students will complete four or more modules on a variety of topics, such as time management, test taking, personal budgeting and communication skills. This course also provides students with an introduction to online learning, including an overview of the College's portal environment.

ESSENTIAL OBJECTIVES

- Engage in self-discovery activities including short versus long-term goal setting, educational and career planning, and personal strengths and values.
- Develop strategies for personal growth, empathy, communication, and collaboration in diverse settings. Practice college and career success skills such as time management and prioritization, and develop strategies for reading textbooks and complex materials, note-taking, test-taking and using informational resources for research.
- Practice techniques for self-advocacy regarding the use of resources and disability accommodations in college versus high school.
- Develop strategies for making educational, career and financial decisions that align with personal goals and values and create a personal budget and money management plan.
- Use online college resources to locate and request information and participate in an online learning environment.

0.5 (Elective) Credit per Semester

EXTENDED LEARNING OPPORTUNITIES (ELO)

Extended Learning Opportunities (ELOs), organized and facilitated by CBL and Flexible Pathway Advisors, are opportunities to explore a wide range of interests. ELOs may take the form of field trips, informational interviews, site visits, tours, in-house workshops, participation in conferences and events, service projects, and more. ELO opportunities will be shared regularly, and students may pick and choose ELOs of interest. Opportunities to earn elective credit will be available to those students who participate in multiple ELOs and complete aligned reflective assignments under advisement of the Flex Pathway/CBL faculty.

0.25 / 0.5 Credit per Semester

PERSONALIZED LEARNING STUDY (PLS)

Working in close collaboration with a content faculty advisor, Personalized Learning Studies (PLS) afford students the freedom to design elements for their own learning opportunity. Students seeking to earn core content credit in flexible and personalized ways must first meet with their school counselor to express interest. From there, a Personalized Learning Plan will be developed with the flexible pathway faculty advisor. Currently, PLS courses are offered in the following content areas: Global Citizenship, English Language Arts, Physical Education, Science, Technical Theater Production and Fine Arts.

0.5 Credit per Semester

ONLINE LEARNING

Students have the opportunity to pursue coursework online. Students have worked with several different partners including: the Vermont Virtual Learning Cooperative (VTVLC) and Brigham Young University (BYU). Students are most successful in the online environment when they are self-directed, disciplined, and consistent in their approach because this is a highly independent endeavor. Students should seek prior approval from their school counselor before signing up for an online course and may be assigned a flexible pathways block in their schedule dedicated to online learning. Students and guardians must review and sign the Online Learning and Information Agreement before they can be enrolled in a course. Online courses are offered in the following content areas: Global Citizenship, World Language, English Language Arts, Physical Education, Science/Technology/Engineering/Math (STEM), Health and Fine Arts, as well as other Elective subjects.

0.5 Credit per Semester

DUAL ENROLLMENT

Vermont's Dual Enrollment program allows high school juniors and seniors the opportunity to take up to two college courses at any of 20 Vermont colleges or universities, tuition free, while still in high school. Participating students earn college credits (and high school credits), reducing the time it takes to get a college degree, potentially reducing the costs associated with college, and challenging themselves through college-level curriculum. Interested students should meet with their school counselor (and/or their 504/IEP case manager) to determine if enrolling in a Dual Enrollment course is an appropriate fit. Dual Enrollment courses are offered in the following content areas: Global Citizenship, World Language, English Language Arts, Physical Education, STEM (Science/Technology/Engineering/Math), and Fine Arts, as well as other Elective subjects.

1 Credit per Semester

EARLY COLLEGE

This is a full year rigorous alternative to the senior year of high school. Students take courses in college (typically 4-5 courses each semester), completing their senior year of high school and their freshman year of college simultaneously - tuition free. However, families/caregivers are responsible for associated fees (outside of the tuition) at the respective institution. While there are numerous higher education institutions who offer Early College programs, MHS has historically partnered with CCV, Vermont State University (VSU) [Castleton, Johnson, Lyndon, Vermont Tech] and Norwich University. Early College also includes the Vermont Academy of Science and Technology (VAST) at the VSU Randolph/Williston campuses. Interested students should meet with their school counselor (and/or their 504/IEP case manager) to determine if enrolling in the Early College program is an appropriate fit. Students who are interested in learning more about Early College should do so in the first semester of their junior year, as application deadlines vary.

See School Counselor for Information About Credits

CENTRAL VERMONT CAREER CENTER

Central Vermont Career Center (CVCC) is an incredible resource for the students of Montpelier, Spaulding, Harwood, Northfield, Twinfield, and Cabot high schools. Students typically attend CVCC either their junior or senior year. Transportation is provided and leaves MHS at 8:00AM, returning at 1:30PM, in time to take a 4th block class both Green and White days if desired. Core credits and proficiencies are embedded into the classes at CVCC.

CVCC has a comprehensive Program of Studies and we highly recommend that if you are at all curious about the opportunities available, to please take a look online at this helpful document. There you will find detailed explanations of the programs, what college credits and professional certifications are possible, the necessary textbooks and their reading levels, information about the math skills needed, and a summary of the Safety Examinations required at the beginning of each year. For more information about CVCC, please visit their website: http://cvtcc.org

PROGRAMS:

- Automotive Technology
- Building Trades
- Cosmetology
- Culinary
- Baking Arts
- Design & Fabrication
- Digital Media Arts, Graphic Design
- Digital Media Arts, Filmmaking
- Electrical Technology
- Emergency Services
- Exploratory Technology
- Human Services
- Plumbing and Heating
- Medical Professions
- Welding