

Champlain Valley Union High School

Course Offering Booklet

2022-2023



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The CVSD mission is to develop citizens who:

LEARN actively and collaboratively,
 THINK creatively and critically,
 LIVE responsibly and respectfully,
 CONTRIBUTE positively to their community, and
 PURSUE EXCELLENCE in their individual interests.

The document below outlines the CVSD Graduation Standards that all students work towards through their course of studies.



Personalized Learning Process

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

CVU's GRADUATION REQUIREMENTS

Proficiency-Based Graduation Requirements Policy

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

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

GENERAL INFORMATION

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

In order to assure a solid academic foundation required to be a productive and engaged member of society, CVU has created a structured ninth grade program with decreasing requirements over subsequent years allowing students to explore more fully individual areas of interest. While our minimum graduation requirement is 20 credits, the vast majority of CVU students graduate with considerably more.

The Required credits for graduation include:

English	4 yrs/4 credits
Math	3 yrs/3 credits
Science	3 yrs/3credits including a life science – typically Biology
Social Studies	3 yrs/3credits including US History
Health	1 semester/.5 credits
PE	1.5 yrs/1.5 credits including Personal Fitness
Practical Arts	1 semester/.5 credits
Fine Arts	1 semester/.5 credits

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

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

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

BALANCING CLASS SECTIONS: CVU reserves the right to adjust class rosters to balance course sections to promote equitable learning opportunities.

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

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

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

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

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

POLICY STATEMENT

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

NCAA CLEARINGHOUSE & ATHLETIC ELIGIBILITY

Students who intend to play sports at a Division I or Division II college must register with the NCAA Initial-Eligibility Clearinghouse. For specific information on NCAA eligibility requirements, consult the website at www.ncaaclearinghouse.org.

It is very important to note that not all CVU courses are considered core academic courses by the NCAA Clearinghouse. In addition, independent study, online, or middle school courses are also not typically considered to be core courses. The NCAA only views course in English, Mathematics, Science, Social Studies and World Languages as core courses. **A list of approved courses is provided below.** Please note: new courses for next year are still awaiting NCAA approval.

English		
Humanities 9 English Humanities 10 English Contemporary Literature Creative Writing Writing Prose	Global Literature Gothic Tales Literature, Film, Writing Major American Literature Literature and the Environment Social Justice Think Tank	British Literature Women in Literature Utopian Literature Humans in Peace and Conflict II AP English

Mathematics		
Math 1 Math 2 Math 2 Part 1 Math 2 Part 2 Algebra 2	Advanced Algebra Trig Trigonometry and Pre-Calculus Calculus AP Calculus AP Statistics	
Social Studies		
Standard Grade 9,10, and 11 placements: Humanities 9 Social Studies Humanities 10 Social Studies US and the World	Semester Options: Current Issues Economics Humans in Peace and Conflict I Black America Money, Energy and Power Lake Champlain and the History of VT Ancient Greece I & II	Full Year Options AP US Government AP Human Geography AP Economics
Science		
Standard Grade 9 and 10 placements: Integrated Environmental Science (9) Integrated Biology (10)	Semester Options: Microbiology Weather and Climate Biotech, Genetics and Humanity Principles of Chemistry Natural Resources Physics Waves Physics Mechanics Botany	Full Year Options: Yearlong Chemistry Yearlong Physics AP Biology* AP Chemistry* AP Physics AP Environmental Science *Meets for 2 blocks and earns 2 credits
World Language		
French I-V	Latin I-IV Spanish I-V	

EXTENDED LEARNING OPPORTUNITIES FOR STUDENTS

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

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

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

Extended Learning Opportunities include:

- Field and Forest
- NEXUS
- Online courses (through BYU, VTVLC and other sites)
- Independent Study
- Life Program
- Essentials Program
- Power Reading
- The Power of Language in Today's World
- Culturally and Linguistically Diverse (CLD) Center and Programs
- CVU Summer Academy
- Buddy Program
- College Study through Dual Enrollment and Early College
- Technical Center Programs (Center for Technology/Essex, Burlington Technical Center)

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

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

Field and Forest is an integrated full-day program that allows students to deepen their understanding of social and ecological systems using the CVU campus, Shelburne Farms, and beyond as our classroom. Within this learning community, students will explore the connectedness of social justice, environment, climate, and literature with a curriculum that emphasizes project-based learning, reading, writing, and discussing. In conjunction with Nexus, students will earn credit in English and science. Specifically, students will earn credit for writing prose, environmental literature, natural resources and weather & climate.

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

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

1917 Nexus Internship Year Grades 11, 12

This course connects classroom learning to experience in a workplace setting, by offering students the opportunity to work and learn in the community. Students are provided structure and guidance in establishing, maintaining, and exiting an internship that connects to their personal and professional goals. The classroom component of the course will prepare students for the expectations of an internship by asking them to research and reflect on an occupation, demonstrate an understanding of workplace culture, practice setting and achieving goals, and making connections between learning and the internship. Students will attend a seminar-based class as well as build time into their schedule for an internship. Students have the option of earning three college credits through CCV for this class. PLEASE NOTE: There is a minimum of 80 internship hours to receive college credit for this course.

Online Learning

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

Independent Study

Students may earn credit through independently studying an area of interest, often under the direction/support of a CVU faculty member. Students interested in learning about a topic outside of the classroom should see their school counselor or Nexus team.

The Life Program

The Life Program is an alternative education pathway for students whose needs are not being met in the regular school program. Students are given the opportunity to develop the skills and behaviors required for a CVU diploma through an individualized program of instruction. Students earn a CVU diploma by completing weekly contracts designed to mirror their individual learning needs, as well as the skills required for post high school life. Students have a variety of opportunities to earn credit for employment, wellness, internships, and weekly class groupings. Students are encouraged to develop a schedule that reflects CVU's diverse course offerings, with a Life Program block as part of their pathway. Interested students should speak to their house counselors about completing an application.

The Essentials Program

The Essentials program is a therapeutic program that provides intensive social-emotional support and a modified academic program for students who qualify for specialized services. Students enrolled in the Essentials Program receive individual and small group academic, communication, and behavior support. Students may be referred to the Essentials Program by their Special Education Team.

1029 - Power Reading

Semester

Grades – 9, 10, 11, 12

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

1980 The Power of Language in Today's World

Semester

Grades 9, 10, 11, 12

In the Power of Language in Today's World you will learn research based strategies to increase your use and understanding of the targeted vocabulary in your curriculum, news and today's world. In this highly interactive context, students will explore word meanings, morphological variations, the vocabulary used in context, and supports for generalization and mastery. Resources and partnerships are practiced to increase efficient, powerful communication skills. Students enroll in this course by a referral from a teacher, counselor or advisor.

Culturally and Linguistically Diverse Center

Located in room 218, the CLD Center is a space where culturally and linguistically diverse students can come for community, connection, language support, homework assistance, or just use as a space to rest your mind from all of the language. Here, you can learn about and work towards the Seal of Biliteracy and find community connections for yourself and your family. All are welcome.

ELL - English Language Learning

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

Classes offered:

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

ELL - Academic Support

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

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

SUMMER STUDY

CVU Summer Academy offers classes to help students earn additional credits or to make up for work they missed in earlier semesters. Depending upon student demand, the following CVU courses may be offered during the summer: Driver's Ed, Personal Fitness, Creative Writing: On the Trail, Environment & Literature, and Writing Prose. Course descriptions may be found in the appropriate department section of this booklet for further information on these classes. The particular course catalog will be available in late May prior to the summer. Please see your School Counselor for more information.

COMMUNITY LEARNING PROGRAMS

Buddy Program – .25 credit/semester

Grades 10-12

CVU students serve as role models to young elementary school students in grades K-4 at the five local elementary schools. The goal of the Buddy Program is to create a supportive relationship for the benefit of the younger students. CVU students commit one block to the Buddy program, going to the elementary schools Tuesday, Wednesday, Thursday and Friday, meeting with a younger student twice per week. Time is spent playing games, doing craft activities, reading, playing sports, or helping with classwork. Transportation is provided. There are two culminating celebrations during the school year. Sophomores, juniors, and seniors are eligible to participate. An application form, training, and attendance are required.

College Courses

The **Vermont Dual Enrollment Program** enables students to access two tuition-free college-level courses during their high school career for courses beginning after the end of their sophomore year and completed prior to their graduation from CVU. These courses can be taken at any college in Vermont that participates in this program, including University of Vermont, Community College of Vermont, St. Michael's College and Champlain College among others. Students should see their counselor for information on how to register. After completion of these courses, CVU credit will be awarded, and the grade will be recorded on the student's CVU transcript. A one-semester dual enrollment class earns a full credit at CVU.

CCV'S Introduction to College and Careers is a free, 26-hour course designed to help students develop strategies for college success and is offered each semester and during the summer. Students who successfully complete the course will earn .5 CVU English credit and .5 CVU elective credit. This course will not count as one of a student's dual enrollment options. Some years we are able to offer the course during the school day at CVU.

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

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

TECHNICAL CENTER STUDY

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

Burlington Technical Center	Center for Technology, Essex
1/2 day program	Full day program
Awards 3 credits per year	Awards 6 credits per year
Students will continue to take CVU courses when they are not at BTC	Students will take additional academic courses at CTE
Pre-tech program is also available for 9th	Pre-tech program is also available for 10th

and 10th graders	graders
Programs run in the morning 9:35-11:47 or in the afternoon 12:09-2:21. (2 hours 15 min)	Programs run from 9:10-2:10

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

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

Burlington Technical Center: <http://burlingtontech.org>

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

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

CORE PROGRAM

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

Program Goals:

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

The Core Curriculum

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

The Core Courses

1073-Core Humanities

Year

Grade-9

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

Math

1221 – Math 1 Foundations

Year

Grade – 9

Students will explore patterns and situations to begin developing models using algebraic and geometric reasoning. They will apply their knowledge of algebra and geometry to solve problems involving linear relationships. Students will use statistical reasoning to display and describe data. This course prepares students for Math 2 Part 1.

1201- Core Math 1

Year

Grade-9

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

1202 – Core Math 2

Year

Grade-9

Students will continue to develop their algebraic, geometric, and statistical reasoning skills by continuing their exploration of relationships including: linear systems, similarity, trigonometry, and quadratic functions. Additionally, students will learn how to use statistical reasoning to analyze situations involving chance. This course is the second of two in the progression to Algebra 2.

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

1301 – Integrated Environmental Science

Year

Grade - 9

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

1700 - Project Adventure

Semester

Grade - 9

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

1701 - Personal Health

Semester

Grade - 9

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

COURSE DESCRIPTIONS BY DEPARTMENT

DRIVER EDUCATION

The Driver Education program at CVU prepares students for the Junior Operator's License Exam that is administered by the Vermont Department of Motor Vehicles. The State of Vermont requires that all students successfully complete Driver Education instruction before a license can be issued. .

PLEASE NOTE: Enrollment in this course is determined by date of birth. A waiting list is maintained to ensure an equitable system for student enrollment.

1950 - Driver Education

Semester .5 credit

This course assists students in developing the appropriate skills and attitudes to be a safe and responsible driver throughout their lifetime. The course consists of 30 hours of classroom time in addition to at least 6 hours of in-vehicle driving time. The in-vehicle driving is graded as Pass/Fail and is done during the student's free blocks during regular school hours. Students are required to have at least one free block in order to register for the course. Each student must demonstrate and meet the objectives of each driving lesson in order to pass. Students are expected to have a classroom average of 80%, attend 30 hours of classroom instruction, and meet the above in-vehicle driving requirements in order to be eligible to receive the Vermont Department of Motor Vehicles course completion card, or commonly referred to as the "Yellow Card."

Students are placed in Driver's Ed by birthday with the oldest students having priority. Students must have their permit on their first day of class to be eligible for the course. Students are recommended to have a free block outside of the class itself in order to have adequate time to complete the driving portion of the course. All in-vehicle driving must be completed by the end of the course.

ENGLISH DEPARTMENT

English courses teach skills that students will carry with them throughout their future: writing, reading, analysis, questioning. As students study English, they encounter the lives of others and, in turn, learn compassion and an appreciation for humanity. English students also learn valuable writing skills, both creative and critical, and then hone questioning and peer review abilities that will benefit them in our collaborative job market and interdependent world. Our English department is closely linked with Social Studies for the 9th and 10th grades, and the 11th and 12th grade program offers electives that span the world and the ages.

Sophomore English/ Social Studies (1 credit each)

1002	Grade 10 Humanities	2.0 credits
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Junior and Senior classes

1005	Major American Literature	.5 credit
1006	Social Justice Think Tank	.5 credit
1007	Major British Literature	.5 credit
1008	Gothic Tales	.5 credit
1009	Contemporary Literature	.5 credit
1010	Utopian Literature	.5 credit
1012	AP English: Literature & Composition	1.0 credit
1013	Literature, Film, and Writing	.5 credit
1043	Practical Writing I	.5 credit
1044	Practical Writing II	.5 credit
1018	Creative Writing	.5 credit
1045	Writing Composition	.5 credit
1020	Journalism	.5 credit
1024	Global Literature	.5 credit
1046	Human Behavior and Genocide	.5 credit
1065	Voices of Women in Literature	.5 credit
1067	Literature and the Environment	.5 credit

1002 – Grade 10 Humanities

Year

Grade - 10

This course combines Sophomore English and Social Studies (Making of the Modern World). Connections are made between the knowledge, understandings, and skills addressed in both classes. At times, the classes meet as a combined group to work on joint English/History assignments. At other points, the classes separate to explore issues focusing more independently on each discipline.

1005 - Major American Literature

Semester

Grades - 11, 12

In this course, students will study past and present voices that define American literature and are relevant to life in 21st Century America. Our journey will begin in the mid 19th Century learning about the philosophy of Transcendentalism and its central tenets of self-reliance, non-conformity, free-thought, and the significance of the individual's relationship with Nature. Writers during this unit will include Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, Walt Whitman, and Margaret Fuller. Moving forward in time in American history, later units will explore the theme of the American Dream in contemporary American literature. What exactly is "The American Dream"? Rags to riches, a college degree, self-improvement--these are just a few meanings associated with "The American Dream". What life lessons can we learn from the exploration of this

theme in contemporary American literature? This portion of the course will also probe the roles of wealth, class, gender, and race in the definition and achievement of “The American Dream”. Texts studied include *The Great Gatsby*, *A Raisin in the Sun*, and selected contemporary short fiction, poetry, music, film, and photography.

1006 - Social Justice Think Tank

Semester

Grades – 11, 12

Social Justice Think Tank has four distinct parts based on the [Social Justice Standards](#) from Learning for Justice: Identity, Diversity, Justice, and Action. The Identity phase will help students better understand who they are, what they value, and how those identities and ideals impact their place in society before they open up their minds to new learning. Students will then read and immerse themselves in books and other media during the Diversity portion, with the goal that they will gain an understanding of identities and intersections that are different from their own. During the Justice segment, students will research injustices, and then they will take public, community (school or more broadly) Action on an injustice they feel strongly about, with the specific goal of shifting power and policy.

1007 - Major British Literature

Semester

Grades – 11, 12

This course will expose students to a survey of major authors, literary traditions, and movements that define British Literature. Students will consider how texts of different genres from various historical periods explore the human experience. How do stories and the art of storytelling shift over time within the British tradition? The politics of gender, archetypes in storytelling (the hero and the monster), and pagan/Christian dichotomies play a major part in these considerations and will be explored in-depth. Through the study of specific literary techniques, themes, and conventions, close-reading, and various analytical, personal, and creative writing assignments, students will gain an appreciation for the artistry and importance of major works of British Literature. Students will also participate in a student-led poetry project. Standards-based assessments will cover reading, writing, and speaking skills. Course readings include the epic *Beowulf*, Arthurian legend selections, a Shakespearean play, modern short stories and novels, and poetry.

1008 - Gothic Tales, Sci-Fi and Modern Horror

Semester

Grades – 11, 12

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

1009 - Contemporary Literature

Semester

Grades – 11, 12

Students will read and discuss literature written in the past 50 years. Most reading assignments will be novels and vary depending on the instructor. Through discussions and intense study, students explore themes and ideas central to the text. Students must demonstrate the willingness to read and re-read literature while examining the complex nature of society and the many conflicts in human experience (e.g., race, sexuality, poverty).

1010 - Utopian Literature

Semester

Grades – 11, 12

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

1012 - AP English: Literature and Composition

Year

Grades – 11, 12

This course is for students capable of doing college-level work in English while they are still in high school. Emphasis is placed on critical and analytical thinking, reading, writing, and discussion. Students should have a commitment to rigorous and intense study and challenging, demanding work with a high level of complexity. Lengthy readings in novels, drama, essays, and poetry and analytical writing about the readings are required; in addition, summer reading is assigned.

Prerequisite(s) - Summer reading and writing assignments. Students interested in taking the course during junior year should discuss this option with their school counselor.

1013 - Literature, Film, and Writing

Semester

Grades – 11, 12

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

1043 - Practical Writing I

Semester

Grade - 11

Students in Practical Writing I look to improve their fundamental writing skills so they feel confident in the types and styles of writing that may be expected of them in future English classes in high school and beyond. Students work at a structured pace through many of the same assignments required in Writing Prose. PW classes enjoy a lower enrollment where students gain more individual attention to their writing and self-editing skills than they might receive in Writing Composition. Students also work to answer the question, "What will I do after high school?"

1044 - Practical Writing II

Semester

Grade - 12

This course supports seniors who want to brush up on fundamental writing skills before transitioning beyond CVU. Students are supported in working on anything that helps them with plans after high school including cover letters, resumes, college essays, SAT/ACT prep, research on education and military options, and career planning.

1018 - Creative Writing

Semester

Grades – 10*, 11, 12

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

** 10th grade students need the approval of their English teacher and the English Department Curricular Director and will take this class in addition to Grade 10 Humanities.*

1045 - Writing Composition (formerly Writing Prose) Semester Grades - 11, 12

Writing Prose concentrates on the writing process and developing each student's ability to become an effective self-editor. Students must be willing to revise so that work reflects outstanding writing and a mastery of essential grammar/usage/mechanics. Students are required to demonstrate effective pre-writing, writing, self-editing, and revision strategies. Work outside class will include the generation of ideas, revision of work, research, and grammar development. Students must demonstrate a commitment to improve identified weaknesses, demonstrate a positive attitude when receiving and giving feedback, learn effective and independent self-editing strategies, and have a passion for producing work of the highest quality. Assignments may vary depending on the instructor, but most teachers will have students work on description, persuasion, compare/contrast, the college essay, preparation for the SAT and/or ACT essay, effective letters, a mini-research paper, literary analysis, a study of plagiarism, and the Graduation Challenge Letter of Intent. If there is a need to work on fundamental English skills, Applied English is the more appropriate choice.

1020- Journalism Semester Grades - 11, 12

Students work independently and cooperatively to produce news, feature articles, video, and other media for publication in the *Champlain Valley Chronicle*, CVU's online journalism project. The class functions like a modern newsroom, and each student has a job to fulfill. (Sophomores interested in this course may seek approval from their ninth grade English teacher and the Journalism teacher.)

1024 - Global Literature Semester Grades - 11, 12

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

1046 – Human Behavior and Genocides Semester Grades – 11, 12

This course is designed to help students understand the role citizens can play in creating change in a society. In order to empower students to be agents of change and active citizens they will examine historical case studies of effective (and ineffective) campaigns for social justice from around the US and the world. They will learn and evaluate strategies and tactics used by various historical and present day movements. As a course culmination, students will create and undertake a community activism project of their own.

Prerequisite: HPAC I, Holocaust and Modern Genocides or completion of a full year of US in the Modern World

1065 – Women’s Literature

Semester

Grades – 11, 12

Women’s Literature: An Exploration of Gender, Race, and Dimensions that Shape Identity

“It is not our differences that divide us. It is our inability to recognize, accept, and celebrate those differences.”
 ~Audre Lorde This elective English course provides an opportunity for students to learn through the study of Women’s literature how gender, race, and other dimensions of identity—like familial expectations, heritage, gender norms, and standards of beauty—shape an individual’s perception of their inner and outer selves. How do these dimensions of identity also shape how and why society accepts or marginalizes individuals and specific groups of people? Our goal is to better understand how and why women and men from different cultures experience gender and race as sources of strength, anxiety, or a combination of both. How can their stories of oppression and resilience better our understanding of our current society, our world, and our own biases about gender and race? Texts studied may include *The Bluest Eye*, *Everything I Never Told You*, *Moxie*, *The Awakening*, and selected short stories, poetry, non-fiction, music, and art.

1067- Literature and the Environment

Semester

Grades - 11, 12

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

ESSENTIAL ARTS

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

FINE ARTS**MUSIC**

The music program at CVU offers students the opportunity to enjoy and understand music through participation in one or several classes/performing groups. These groups strive to perform at a very high level, offering several concerts throughout the year and throughout the community. Students are able to increase their knowledge and skills as well as learn self-discipline, self-esteem, and teamwork.

No audition is required for Concert Band, Chorus, or Concert Choir. Prerequisites must be met for Symphonic Band, Symphonic Winds, Bass Choir, Treble Choir and Chamber Choir. Jazz Ensemble and Madrigals are Co-Curricular activities which require audition or director recommendation. Attendance at every class/rehearsal is expected; commitment is required to succeed in all musical ensembles. Students also have the opportunity to participate in a number of festivals, including at the District and State levels. To be eligible, students must be actively involved in the CVU Music Program.

1612	Chorus	.5 or 1 credit
1624	Concert Choir	.5 or 1 credit
1638	Chamber Choir	.5 or 1 credit
1639	Tenor/Bass Choir	.5 or 1 credit
1641	Treble Choir	.5 or 1 credit
1633	Concert Band	1 credit
1634	Symphonic Band	1 credit
1635	Symphonic Winds	1 credit
1618	Basic Music theory – Guitar*	.5 credit
1644	Jazz Improvisation*	.5 credit
1645	Songwriting*	.5 credit
1620	AP Music Theory	1 credit

*Offered on alternate years – next offered during the 23-24 Academic Year

1612 - Chorus	Semester or Year	Grades - 9
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Chorus is a year-long or first semester class for 9th graders who enjoy music. All skill levels are encouraged to register. This ensemble explores music that develops a love of singing and the thrill of music-making. Chorus is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others. Come join the CVU Choir Family!

1624 - Concert Choir	Semester or Year	Grades - 10, 11, 12
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Concert Choir is a year-long or semester-long class for all 10th, 11th, and 12th graders who want to try singing in a choral ensemble for the first time. All skill levels are encouraged to register. In this ensemble, students begin to build upon singing fundamentals and explore more challenging concert repertoire. Concert Choir is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others. Come join the CVU Choir Family!

1638 – Chamber Choir	Semester or Year	Grades 11, 12
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Chamber Choir is a year-long or semester-long class for 11th and 12th graders with previous choral experience. Students will learn high-level repertoire and have opportunities to sing at choral festivals and community events. Chamber Choir is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others. Come join the CVU Choir Family!

Prerequisite – Vocal Ensemble, or an audition and permission of the instructor

1639 – Tenor/Bass Choir Semester or Year Grades - 11, 12

Tenor/Bass Choir is a year-long or semester-long class for 11th and 12th graders with previous choral experience. This ensemble focuses on a cappella, pop, and jazz styles. Tenor/Bass Choir is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others. Come join the CVU Choir Family!

Prerequisite – Chorus or Concert Choir (or approval from instructor)

1641 – Treble Choir Semester or Year Grades - 11, 12

Treble Choir is a year-long or semester-long class for 11th and 12th graders with previous choral experience. This ensemble focuses on a cappella, pop, and jazz styles. Treble Choir is a place to build community, practice mindfulness, develop confidence as a performer, and do something that brings joy to yourself and others. Come join the CVU Choir Family!

Prerequisite: Chorus or Concert Choir (or approval from instructor)

1633 - Concert Band Year Grades - 9, 10, 11, 12

Concert Band meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this course is to prepare students for lifelong involvement with music. To this end, there will be focus on refining performance skills and developing knowledge of basic music theory.

Prerequisite(s) - Previous experience with a wind or percussion instrument

1634 - Symphonic Band Year Grades - 10, 11, 12

Symphonic Band meets as a class during regular school hours. Music varies in style and level of difficulty. The main goal of this class is to further students' knowledge in music and to bring students to a level of proficiency in musical performance.

Prerequisite(s) - Achievement of standards set in Concert Band or the equivalent

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

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

Prerequisite(s) - Achievement of standards set in Symphonic Band or the equivalent

1618 - Basic Music Theory - Guitar Semester Grades - 9, 10, 11, 12

This course is an entry-level class where students will learn the basics of Music Theory and apply them to the guitar. No experience is required, nor is it essential that you own a guitar. This class is centered on reading and writing musical notation and will start with identifying musical symbols and end with students composing their own pieces! Next offered 23-24 Academic Year

1644 – Jazz Improvisation

Semester

Grades – 10, 11, 12

Jazz Improvisation is a semester-long class that is designed to provide targeted instruction on your musical improvisation skills. The class will cover chord reading, common patterns, riffs, and other techniques to equip you for higher-level improvisation. This is a performance class, so you should be prepared to make music in front of and/or with the rest of the class. We will be using Jazz as our idiom, but any instrument (or voice) is welcome. Next offered 23-24 Academic Year

1645 – Songwriting

Semester

Grades – 10, 11, 12

Songwriting is a semester-long course that focuses on...songwriting. This class will explore a wide variety of techniques used to compose songs, focusing mostly on musical aspects. For the 2022-2023 school year, the focus will be on digital songwriting using notation software, like Noteflight, and digital audio workstations (DAWs), like Soundtrap. No previous experience playing an instrument is required. We will analyze and learn about chord progressions, form, melody writing, background writing, orchestration, and everything else that goes into making your song ideas come to reality. Students in this class should have basic music reading ability, at least a little experience notating music, and be willing to sing in class.

Prerequisite: Any course that involves music reading, music theory, or music composition

Next offered 23-24 Academic Year

1620 – AP Music Theory

Year

Grades - 11, 12

The Advanced Placement course for Music Theory follows a rigorous curriculum to familiarize students with the details of functional music theory. This is for the serious musician!

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

PERFORMING ARTS

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

1508	Public Speaking	.5 credit
1621	Acting I	.5 credit
1623	Acting II	.5 credit
1622	Page to Stage	.5 credit
1647	Musical Theater	.5 credit

1508 - Public Speaking

Semester

Grades - 9, 10, 11, 12

In this course, students expand their skills in oral and physical communication. Through four presentations to a variety of audiences, students develop the ability to craft and deliver speeches that are persuasive in content, structure, and delivery.

1621 – Acting I

Semester

Grades - 9, 10, 11, 12

In this course, students expand their expressive freedom, build confidence, and gain skills in creative interpretation, character development, and acting techniques for the stage. Student work is shared quarterly through two culminating performance projects: a monologue character study and a dialogue scene study.

1623 – Acting II

Semester

Grades - 10, 11, 12

Advanced Acting gives students the opportunity to develop skills beyond the introductory level and to pursue proficiency in the art form of acting. Using the works of Shakespeare, students will deepen their abilities in dramatic interpretation, character development, creative collaboration, and acting technique for the stage.

Prerequisite(s) - Beginning Acting or permission of the instructor

1622 - Page to Stage

Semester

Grades - 10, 11, 12

With a special focus on writing ten-minute plays in conjunction with *The Vermont Young Playwrights Project*, this course examines the elements of theatre by creating it from the ground up. Live theatre and plays are studied, written, and produced. The semester culminates in the directing, acting, and production of student work.

Prerequisite(s) - Beginning Acting or permission of instructor

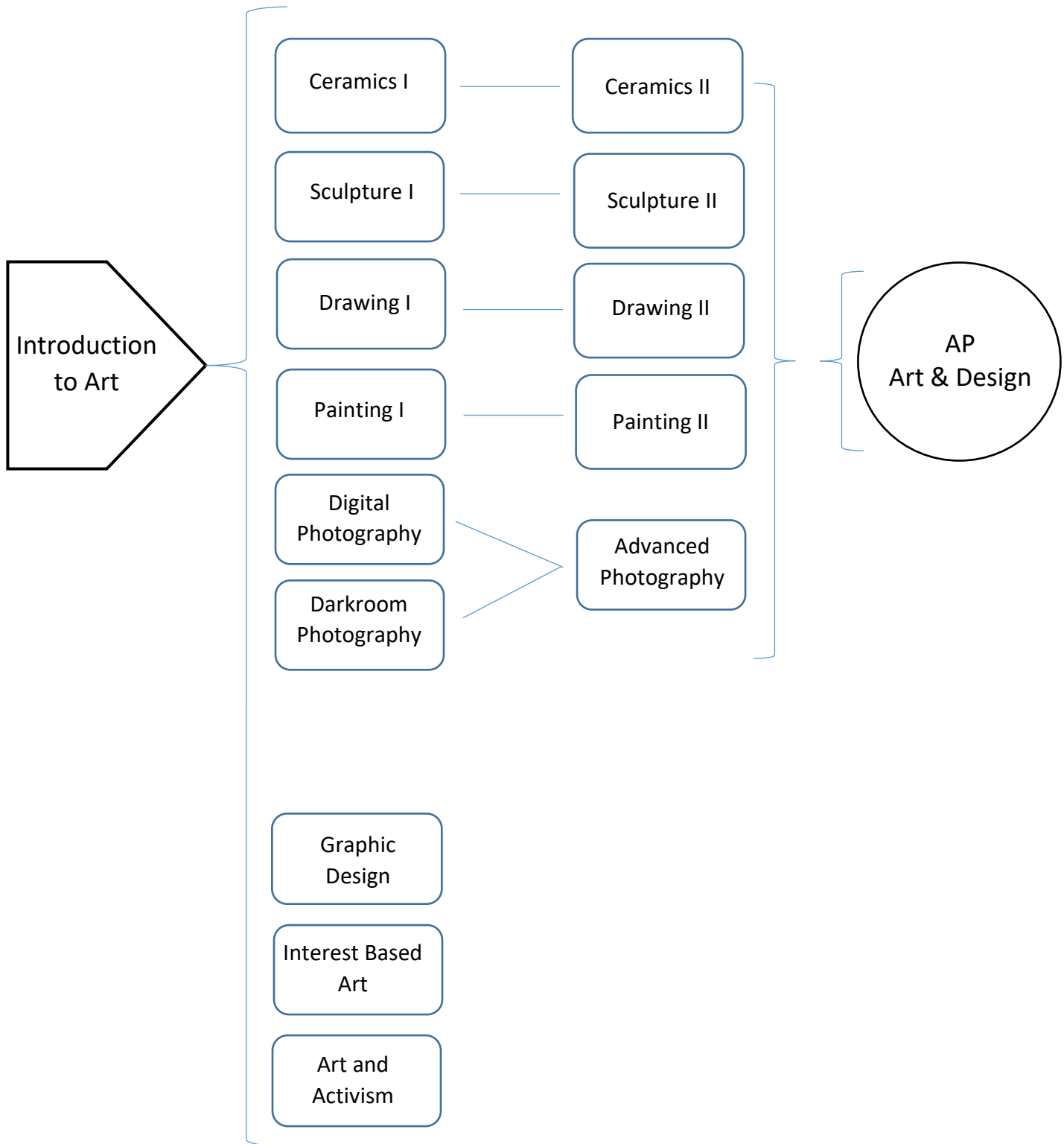
1647 - Musical Theatre

Semester

Grades – 10, 11, 12

If you want to take your acting to the next level while singing and dancing, this new MUSICAL THEATRE course is for you! Co-taught by Cameron Brownell and Robin Fawcett, this course is a unique opportunity to grow as a performer through the process of producing and performing a musical for district school audiences. All grade levels welcome! No prerequisites required.

Visual Arts Department Offerings



VISUAL ARTS

Visual Arts Course Offerings

1601	Introduction to Art	.5 credit
1651	Darkroom Photography	.5 credit
1652	Digital Photography	.5 credit
1602	Ceramics I	.5 credit
1603	Drawing I	.5 credit
1655	Painting I	.5 credit
1604	Sculpture I	.5 credit
1605	Drawing II	.5 credit
1656	Painting II	.5 credit
1606	Sculpture II	.5 credit
1607	Ceramics II	.5 credit
1608	Advanced Photography	.5 credit
1610	AP Art and Design	1 credit
1653	Graphic Design: Intro to Communication Design	.5 credit
1654	Interest Based Art	.5 credit
1659	Art and Activism	.5 credit

1601 – Introduction to Art

Semester

Grades - 9, 10, 11, 12

We are all visual consumers. We are also artists, makers, and creators. Introduction to Art teaches visual literacy skills for the artist and consumer alike. By the end of the course students will be able to use the elements and principles of design to compose an engaging work of art. They will gain an understanding of the artistic process that moves an artist from idea to finished product. This course will serve as the prerequisite for all further study in the visual arts.

1651 – Darkroom Photography

Semester

Grades - 10, 11, 12

This course introduces students to traditional black and white film and darkroom based photography. Students will gain skills, knowledge and experience with 35mm film cameras, film processing and darkroom printing. This photography course examines the art of photography with an emphasis on aesthetics and storytelling. This is a hands-on, lab-based art course that requires students to be self-directed and responsible. Students will expect to shoot photography assignments as homework and develop, print and present photographs as class work.

Please Note: Students can choose to take Darkroom Photography for either a Practical Art or a Fine Art credit.

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

1652 - Digital Photography

Semester

Grades 10,11,12

This course explores photography as a tool to share the human experience. With storytelling as a focus students will gain skill, knowledge and experience with manual controls on a DSLR camera, editing images and presenting images. Students will examine photographic aesthetics and how photographs are used to convey ideas, tell stories and share events. Students should expect to shoot photography assignments as homework and edit, print and present those images as classwork.

Please Note: Students can choose to take Digital Photography for either a Practical Art or a Fine Art credit.

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

1602 - Ceramics I

Semester

Grades - 9, 10, 11, 12

Ceramics explores the elements of art and principles of design through the medium of clay. This introduction to ceramic arts will introduce students to three-dimensional planning and construction. Students will work on hand building techniques and will be introduced to throwing on the pottery wheel. Students will learn the basics of kiln operation, glazes, and a history of clay. An exploration of art historical and contemporary works will be woven in throughout the course. Students will regularly participate in critiques, self-reflections and will present their work.

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

1603 - Drawing I

Semester

Grades - 9, 10, 11, 12

Drawing provides students an opportunity to continue their learning through further involvement with the art areas and media explored at the introductory level of study. Students will be introduced to more difficult challenges in drawing, primarily working from observation. Students will be given ample opportunity to grow and develop a personal style while exploring a variety of drawing media and mark making techniques.

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

1655 - Painting I

Semester

Grades - 9, 10, 11, 12

Painting provides students an opportunity to continue their learning through further involvement with the art areas and media introduced at the introductory level of study. Students will be introduced to more difficult challenges in painting, including realistic, abstract, and non-representational styles, giving them ample opportunity to grow and develop a personal style.

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

1604 - Sculpture I

Semester

Grades - 9, 10, 11, 12

Sculpture is for students who enjoy working with a variety of 3-D building materials. The course concentrates on developing technical skills and artistic appreciation of three-dimensional artwork. Students should bring an understanding of the elements of art and principles of design acquired in Introduction to Art, which will be further developed. Studio projects will be tied to discussion of historical topics in art and uses of art in modern societies. Lessons will include studio work and class discussions in which students are required to participate. Students will use a variety of methods which include (but are not limited to) assemblage, carving, and modeling.

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

1605 – Drawing II

Semester

Grades - 10, 11, 12

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

Prerequisite- Successful completion of Drawing I

1656 - Painting II

Semester

Grades - 10, 11, 12

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

Prerequisite(s) - Successful completion of Painting I

1606 - Sculpture II

Semester

Grades - 10, 11, 12

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

Prerequisite(s) - Successful completion of Sculpture I

1607 - Ceramics II

Semester

Grades - 10, 11, 12

Ceramics II is for students who successfully completed Ceramics I. Students will work to develop a personal style in the medium as they blur the line between function and form by solving advanced hand-building problems and becoming proficient using the potter's wheel. Advanced surface decoration techniques will be explored. Students typically spend 3-4 hours per week in the studio outside of class time to complete pieces. An exploration of art historical and contemporary works will be woven throughout the course, students will regularly participate in response critiques and self-reflections. Students enrolled in Ceramics II will share and present their work.

Prerequisite(s) - Successful completion of Ceramics I

1608 - Advanced Photography

Semester

Grades - 10, 11, 12

Advanced Photography is a course for students who have successfully completed Digital Photography or Darkroom Photography and wish to further develop their own artistic voice. Students will create a body of work that demonstrates their artistic decision-making in regards to photographic composition, aesthetics, and communication. Students can choose to work with digital or darkroom techniques and equipment. This course moves at a rigorous pace and requires students to be independently motivated. Students should expect to spend 3-4 hours outside of class time to complete their work.

Prerequisite(s) – Successful completion of Intro to Art and Digital Photography or Darkroom Photography

1610 - AP Art and Design

Year

Grades - 11, 12

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

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

1653 - Graphic Design: Intro to Communication Design

Semester

Grades - 9, 10, 11, 12

"A designer knows he has achieved perfection not when there is nothing left to add, but when there is nothing left to take away." - Antoine de Saint-Exupéry

Using the principles of design and typography students will create both hand-crafted and digital artworks. The emphasis of this course will be learning the fundamentals of successful communication and design in a variety of platforms. Using the artistic process, students will explore a variety of media to create custom graphic design products which may include illustrations, logos, advertisements, magazine layouts, t-shirt designs and more. Students will study art historical and contemporary exemplars and learn about the technology utilized in the field of Graphic Arts. Students will also learn about copyright laws and proprietary rights.

Prerequisite: Introduction to Art

1654 – Interest Based Art

Semester

Grades - 10, 11, 12

This class will support a variety of artistic endeavors, both short term and long term, for those students who want to have flexibility and authentic ownership of their own artistic exploration. Students will have an opportunity to work based on personal choice and individual passion. The class structure will include an instructor who will be there as a consistent resource and expert that students can easily access to help them develop projects and answer questions. The instructor will provide feedback, assist in project management and setting goals, give specific instruction/demonstration/tutorials tailored to individual student projects and needs, and assess based on student goals and departmental standards.

Prerequisite: Introduction to Art

1659 – Art and Activism

Semester

Grades 10, 11, 12

Art is a language, and when we raise our voices the result can be profound. Welcome to Art and Activism, a look at how the visual arts has been used to express deep political thought, address social issues of great concern, and shine a light on injustice. This class will examine contemporary examples of art driven activism while studying past images and how their impact still echoes through time. This is a non-studio class.

Prerequisite: Introduction to Art

1501	Principles of Business	1 credit
1502	Personal Finance	.5 credit
1503	Financial Accounting	1 credit (4 credits/CCV)
1504	Entrepreneurship	.5 credit
1505	Business Law	.5 credit
1506	Business Ethics	.5 credit
1509	Pathfinder	.5 credit
1510	International Business	.5 credit

Grades - 9, 10, 11, 12

Grades - 9, 10, 11, 12

Grades - 11, 12

Financial Accounting is an introduction to the fundamental principles, techniques, and tools of double entry accounting as it applies to maintaining records for businesses. This full-year course is designed for students who desire a comprehensive knowledge of accounting basics. Students will understand how data is collected, summarized, analyzed, and reported. Students obtain practical experience by completing manual and automated simulations that summarize the entire accounting cycle. Students have the option of earning 4 college credits at CCV by taking this class.

1505 - Entrepreneurship

Semester

Grades - 10, 11, 12

This course offers a framework for understanding the entrepreneurial process and exposes students to challenges and issues faced by entrepreneurs. Through the development of their own business plan, students learn how to identify, evaluate, and pitch business opportunities.

1506 - Business Law

Semester

Grades - 10, 11, 12

Business Law is a course designed to give students the tools they need to interact thoughtfully with the world of law, while preparing them to make ethical, legally-minded professional decisions - all through a business lens. This course covers legal issues and topics that will become a part of the student's personal and professional environment, including: ethics and the law, the court system, criminal and tort law, contracts, consumer law, employment law, property, and general business operations. Content will be delivered through investigative projects, case studies, and web-based resources.

1507 - Business Ethics

Semester

Grades - 10, 11, 12

This course provides a forum for students to read, research, discuss, and analyze current issues in business. Students will be required to solve problems and make ethical decisions within the context of a business environment. The concept of social responsibility is strongly integrated, and students will plan and participate in events that benefit the local community.

1509 - Pathfinder

Semester

Grades - 10, 11, 12

This course allows students to explore the process of designing their life in a way that matches their interests, passions, and skill-sets. Each student will have an opportunity to interact with engaging resources that add perspective to the goal of finding real meaning through fulfilling work. The course creates focus and clarity to students looking for education, training, and career options after school and provides a "career toolkit" that they can use as they begin the journey. This semester long course is separated into (3) distinct sections: self-exploration, career exploration, and career planning and management. Students will engage with the content through focused projects, informational interviews, guest speakers, literary exploration, and the use of web-based tools and resources.

1510 – International Business

Semester

Grades 10, 11, 12

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for post-secondary programs in business, including international business, marketing, and management. Throughout the course students will use their creativity as well as their new international business skills to develop the framework for a fictitious multinational company. An international travel experience may be part of the class.

Design, Engineering, & Technology Department Heart of the Innovation Hub

Vision Statement:

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

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

Innovation Design Lab Credo:

Learners will... • Make with curiosity and follow a passion • Ask questions • Learning by doing and getting hands “dirty” • Constructively cooperate, collaborate, and share • Teach each other

- **Follow the [design process](#) when creating** (understand and apply design thinking principles)
- **Show grit in the face of failure**
- **Make safely** (follow all safety rules of the shop and each tool)

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

D&E Tech 1 is open to all students and is the introductory course in the Design & Engineering Technology Program. Students will get an introduction to the technologies and tools of the Innovation Design Lab through fun, hands-on activities and projects. The major emphasis of this course is on graphical communication, mechanical drafting, and Computer Aided Design (CAD) and Introduction to laser cutter/engraver. Hands-on activities will help students to understand how best to communicate their design ideas, as well as how different tools, skills, and technology systems are used to construct their designs. Projects include 2-D and 3-D CAD modeling, a wooden toy design, and package design.

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

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

Prerequisite – Design and Engineering Tech 1

1543 - Applied Projects in Engineering (replaces D&E Tech 3)

Semester

Grades - 10, 11, 12

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

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

1542 - Architectural Engineering

Semester

Grades - 9, 10, 11, 12

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

Prerequisite – Design and Engineering Tech 1

1555 - Robotics

Semester

Grades - 9, 10, 11, 12

Engineering Robotics is a great course for students to think critically and creatively as they experience engineering and engineering design process first hand through robotics. This course is open to students with a strong background in mathematics and/or any computer programming experience. Students learn to program autonomous robots in C++. Hands-on activities will help students to learn robot design, sensors, object oriented programming, and systems control. Students will design and build a variety of robots using LEGO NXT kits, as well as TETRIX robotics kits. Students will work towards designing, building and programming a final robot to compete in a robotics competition. Opportunities for students to learn how to program Arduino micro controllers will be available through this course. This course is required for any student interested in joining CVU's Robotics Team which competes in the US-FIRST robotics tournament.

1545 - Metals

Semester

Grades - 9, 10, 11, 12

This is a project-based course. Students will develop an idea, design plans, then build the products they design. While building projects, the student will learn how to safely use fabricating and welding tools and equipment. Students will develop basic design skills, sheet metal fabricating skills and basic welding skills through designing and building projects. Safe work habits and measuring skills will be practiced while working on their projects.

1549 - Woods

Semester

Grades - 9, 10, 11, 12

This project-based learning experience will introduce learners to the skills necessary for designing, planning and building with wood. Students will learn basic design elements, basic wood joinery, accurate measuring techniques, basic finishing techniques, set-up and operation of machinery, and use various hand tools. Students will be introduced to CAD, CNC routing and engraving and basic wood turning.

FAMILY AND CONSUMER SCIENCE

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

1520	Basic Clothing Construction	.5 credit
1521	Fashion Design and Construction	.5 credit
1524	Child Psychology and Development	.5 credit
1526	Cooking & Eating Well 1	.5 credit
1527	Cooking & Eating Well 2	.5 credit

1520 - Basic Clothing Construction

Semester

Grades - 9, 10, 11, 12

Students develop lifelong skills while having fun learning a new skill. Students create a portfolio of construction techniques (seams, hems, fasteners, etc.), which they keep to use as a reference. Students will purchase a fabric and pattern of their choice to construct a garment of wearable quality. Depending on available time, students may construct more than one garment/product.

1521 - Fashion Design and Construction

Semester

Grades - 10, 11, 12

This class gives students an opportunity to explore the field of fashion design, design schools, design elements, and fashion designers. The second half of the course is devoted to applying design concepts and creativity to their individual projects. This is a good time to build a portfolio for college. Students may work with a CAD program, design a line of bags, design a room or work with fabrics they have never worked with before.

Prerequisite(s) - Basic Clothing Construction.

1524 - Child Psychology and Development Semester Grades - 10, 11, 12

Students will explore the decision to parent, pregnancy, newborns, toddlers and young children. Students are required to care for an electronic RealCare Baby for a weekend. The developmental domains of children (prenatal through elementary age) are covered in this class. Psychological theories and theorists related to child psychology are studied.

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

This lab-based class gives students a chance to explore the world of foods and cooking using a hands-on approach. Students will learn basic cooking techniques and discuss healthy food choices while eating and having fun.

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

Food plays a huge role in our daily lives. What we select to eat, how we prepare it, serve it, and eat it are all important factors for us. This class will focus on breakfast, lunch, and dinner. This course will take up where Cooking and Eating Well I leaves off and learn more advanced cooking skills using advanced recipes.

Prerequisite – Cooking & Eating Well I

MEDIA EDUCATION

1511	Media and Society	.5 credit
1512	Studio Production	.5 credit
1609	Film and Video Production	.5 credit
1513	Film Studies	.5 credit

1511 - Media and Society Semester Grades – 10, 11, 12

Media and Society encourages students to analyze how information is presented in modern society, to evaluate why it has been presented as such, and to consider what effect this has on the human experience. Students will also learn how to create their own media messages. Content goals include teaching students what mass media is, how it can influence our society, and how students can use media to voice concerns. Skills targeted include critical thinking, ability to read and interpret information from a variety of mediums and using various technology tools to create their own media. Students will earn elective credit for this course.

1512 - Studio Production

Semester

Grades – 9, 10, 11, 12

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

1513 – Film Studies

Semester

Grades – 10, 11, 12

What do *Spider-Man: Into the Spideverse* (2018) and *Casablanca* (1942) have in common? They are both examples of films that we will be watching in this discussion-based class. Film, like all art mediums, is a language. Through watching contemporary and classic films we will come together to uncover what makes these popular and engaging movies work so well. What are the secrets that wait behind the lens? How do filmmakers craft their vision? How do we, film consumers with popcorn in hand, grow in our understanding and appreciation of this visual media? Group discussion, student sourced viewing, and critical thought are all what makes this class an ever changing experience.

1609 - Film and Video Production

Semester

Grades - 11, 12

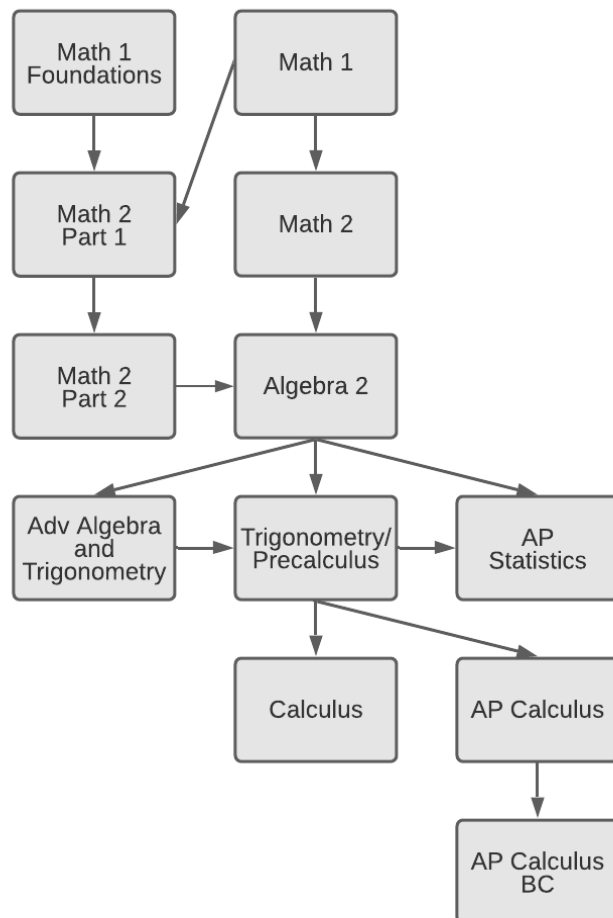
This course will provide technical, historical and stylistic reference of filmmaking as students become familiar with production while developing their own personal voice in filmmaking. Additionally, students will continue their knowledge acquired during Introduction to Art while delving deeper into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

Prerequisite(s) - Completion of one of the following classes: Media & Society, Film Studies or Lit, Film and Writing. Students who have not completed one of these courses can meet with the instructor to determine if this is an appropriate class.

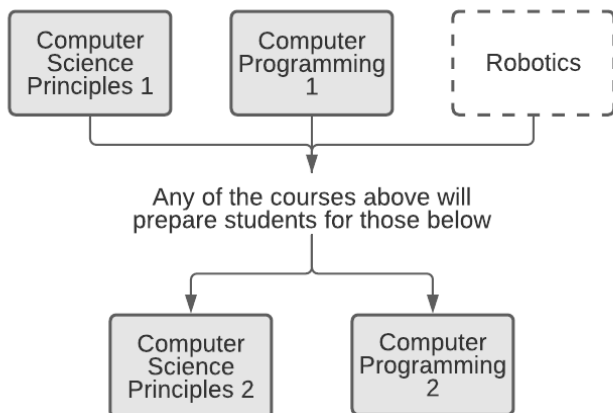
MATHEMATICS

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

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



Computer Science courses may be taken as elective math credits. Typically, students continue their study of traditional mathematics at the same time as computer science. In the event that a student wants to take a computer science course in lieu of a traditional math course, they must discuss this with their counselor to ensure that this choice supports their future plans.



Mathematics Courses

1221	Math 1 Foundations	1 credit
1231	Math 1	1 credit
1223	Math 2 Part 1	1 credit
1224	Math 2 Part 2	1 credit
1232	Math 2	1 credit
1209	Algebra 2	1 credit
1212	Advanced Algebra and Trigonometry	1 credit
1211	Trigonometry and Pre-Calculus	1 credit
1230	AP Statistics	1 credit
1226	Calculus	1 credit
1213	AP Calculus AB	1 credit
1229	AP Calculus BC	1 credit
1242	Computer Programming 1	.5 credit
1243	Computer Programming 2	.5 credit
1244	Computer Science Principles 1	.5 credit
1245	Computer Science Principles 2	.5 credit

1221 – Math 1 Foundations

Year

Grade – 9

Students will explore patterns and situations to begin developing models using algebraic and geometric reasoning. They will apply their knowledge of algebra and geometry to solve problems involving linear relationships. Students will use statistical reasoning to display and describe data. This course prepares students for Math 2 Part 1.

1231- Math 1

Year

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

1223- Math 2 Part 1

Year

In this first of a two-year sequence of courses moving toward Algebra 2, students will develop their algebraic and geometric reasoning skills through the study of linear programming and right triangles and trigonometry.

Prerequisite: Successful completion of Math 1 or Math 1 Foundations

1224 – Math 2 Part 2

Year

In this second of a two-year sequence of courses moving toward Algebra 2, students will continue to develop their algebraic and geometric reasoning skills through the study of transformations and modeling quadratics.

Prerequisite – Successful completion of Math 2 Part 1

1232- Math 2

Year

Students will develop their algebraic and geometric reasoning skills by creating, graphing, and manipulating models, including linear and quadratic. Students will explore and apply linear programming, congruence, similarity, triangle relationships, trigonometry, and analyze situations involving chance.

Prerequisite – Successful completion of Math 1

1209 - Algebra 2

Year

Students will explore transformed parent functions and relations, the normal distribution, exponential, logarithmic, and quadratic functions. They will reason with these functions and relations to create visual and algebraic models, find specific values, and solve problems.

Prerequisite(s) - Successful completion of Math 2 or Math 2 Part 2

1212 – Advanced Algebra and Trigonometry Year

Students will apply their algebraic and geometric reasoning skills to model and solve problems with trigonometry (right and oblique triangles, parametrics), algebraic functions (polynomial, rational and radical), trigonometric functions, and transcendental functions (piece-wise, trigonometric). A strong emphasis is placed on connecting math to the real world.

Prerequisites - Successful completion of Math 2 and Algebra 2

1211 - Trigonometry and Pre-Calculus

Year

Students will continue to develop their mathematical modeling and problem solving skills through the study and application of algebraic, polynomial, rational, exponential, and logarithmic functions. If time allows, students will also study topics in analytic geometry (conics, parametric equations, and polar equations). Students will need their own graphing calculator for regular use in this course.

Prerequisite(s)-Successful completion of Math 2 and Algebra 2

1226 - Calculus

Year

Students develop the meaning of the derivative, anti-derivative and fundamental theorem of calculus through an intuitive understanding of position, velocity and how they are related.

Prerequisite(s) - Successful completion of Trig/Pre-Calculus or Advanced Algebra/Trig

1229 - AP Statistics

Year

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

1213 - AP Calculus AB

Year

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

Prerequisite(s) - Successful completion of Trig/Pre-Calculus

1236 – AP Calculus BC

Year

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

Prerequisite: Successful completion of AP Calculus AB

1242 - Computer Programming 1

Semester

Grades 9, 10, 11, 12

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

Prerequisite: None; other than being comfortable working on a computer

1243 - Computer Programming 2

Semester

Grades 9, 10, 11, 12

In this course, students will learn the key concepts of object-oriented programming: how to organize and modularize code to create larger applications. They will learn how to create graphical user interfaces. Students will design software solutions to solve problems from various application areas.

Prerequisite: Successful completion of Computer Programming 1, Computer Science Principles 1, or Robotics.

1244 - Computer Science Principles 1

Semester

Grades 9, 10, 11, 12

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

Prerequisite: none

1245 - Computer Science Principles 2

Semester

Grades 9, 10, 11, 12

This course explores additional topics in computer science, including networks, cybersecurity, file encoding and compression, data analysis, and artificial intelligence. Students also examine computing innovations and computing systems –including the internet, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

Prerequisite: Successful completion of Computer Programming 1, Computer Science Principles 1, or Robotics.

SCIENCE DEPARTMENT

Freshman	Sophomore	Junior	Senior
Integrated Environmental Science (1 credit)	Integrated Biology (1 credit)	Advanced Placement Courses AP Biology AP Chemistry AP Physics AP Environmental Science	
	Chemistry* (1 credit) *only if co-enrolled in Algebra II	Yearlong Courses Chemistry, Physics	
		Semester electives (see course offerings/prerequisites below)	

Graduation Requirements:

All students must demonstrate proficiency with the practices outlined above and earn three credits of science for graduation. All students must take Integrated Environmental Science as freshmen and Integrated Biology as sophomores and may choose any course, or combination of courses, to fulfill the last credit.

The principal goals of science education are to cultivate students' scientific habits of mind, develop their capabilities to engage in scientific inquiry, and teach them how to reason in a scientific context. Our science courses are designed to help students maximize their proficiency in true scientific practice. Our program is comprised of two yearlong integrated courses that are aligned to Next Generation Science Standards (NGSS), where we view science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. The first two years primarily focus on learning the behaviors that scientists engage in as they investigate the natural world.

These practices include:

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

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

1301	Integrated Environmental Science	1 credit
1339	The Science of Climate Change	.5 credit
1325	Natural Resources	.5 credit
1387	Integrated Biology	1 credit
1309	Zoology	.5 credit
1310	Botany	.5 credit
1311	Microbiology	.5 credit
1308	Biotechnology, Genetics & Humanity	.5 credit
1312	AP Biology	2 credits
1331	Principles of Chemistry	.5 credit
1337	Chemistry	1 credit
1333	Physics Mechanics	.5 credit
1334	Physics Waves	.5 credit
1338	Physics	1 credit
1320	AP Chemistry	2 credits
1332	AP Physics	1 credit
1335	AP Environmental Science	1 credit

1301 – Integrated Environmental Science

Year

Grade 9

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

1387 – Integrated Biology

Year

Grade - 10

Integrated Biology is an NGSS-aligned course taken by all 10th grade students at CVU. The primary focus is to fine tune the scientific skills students obtained in 9th grade and use those skills to engage in more complex and abstract scientific ideas and problems. The topics of study are primarily considered Biological Science however, students start the year with an emphasis on the physical sciences by learning about the creation of all matter and energy in the universe. These themes are then carried through and built upon for the remainder of the year.

1309 - Zoology

Semester

Grades - 11, 12

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

1310 - Botany

Semester

Grades - 11, 12

“Do we need plants or do they need us?” Botany will focus on answering this inquiry by studying a broad expanse of knowledge about plants: structure and function, reproduction, responses to their environment, ethnobotany, and identification. In addition, we will dive into how humans utilize and manipulate plants. This class will build on skills and content from Integrated Biology.

1311 - Microbiology

Semester

Grades - 11, 12

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

1308 – Biotechnology, Genetics and Humanity

Semester

Grades 11 - 12

Biotechnology, Genetics, and Humanity is a semester course designed to give students an opportunity to deepen their understanding of the scientific concepts and laboratory research techniques currently used in the field of biotechnology. The course will help students refine the scientific reading, writing and data analysis skills they mastered in Integrated Environmental Science and Integrated Biology while developing scientific research practices and exploring ethical issues around the use of biotechnology. Emphasis will be placed on laboratory skills.

1312 - AP Biology Year (2 blocks/2 credits) Grades - 11, 12

Please note that AP Biology is a 2.0 credit course. Students must be enrolled for two blocks, one of which is a lab block. The course follows a national curriculum created by the College Board. Topics explored combine to provide an overview of the scientific understanding of life. Concepts cover a survey of general biology, including biochemistry, cell biology, genetics, and ecology. Opportunity for student learning is the result of collaborative and independent active learning activities, laboratory investigations, and independent reading from a college text and scientific journal articles. The course is designed to provide a strong, solid foundation for college biology as well as prepare students for the national AP Biology exam.

Prerequisite(s)-Integrated Biology and yearlong Chemistry or Principles of Chemistry

1314 – Principles of Chemistry Semester Grades - 11, 12

This semester-long course covers fundamental principles of chemistry. Students will use science practices to develop their understanding of major concepts in chemistry, including: matter and its properties, nuclear chemistry, chemical reactions, kinetics, and equilibrium.

1337 - Chemistry Year Grades - 10, 11, 12

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

Prerequisite(s) Enrollment in or successful completion of Algebra II

1320 - AP Chemistry Year (2 blocks/2 credits) Grades - 11, 12

Please note that AP Chemistry is a 2.0 credit course. Students must be enrolled for two blocks, one of which is a lab block. Advanced Placement Chemistry follows a national curriculum that is approved by the College Board and is designed to be the equivalent of a college general chemistry course. Besides providing students with the necessary skills and knowledge for college chemistry courses, this course is also designed to prepare students for the national AP Chemistry Exam in May. AP Chemistry uses a college level textbook, offers a rigorous laboratory program, has an emphasis on chemical calculations and principles, and covers course topics in depth. Topics include reactions, thermodynamics, equilibrium and its applications, acids and bases, atoms, molecules, and phases of matter. Students who enroll in this class need to be committed to time in class and to individual time out of class.

Prerequisite(s) - Yearlong Chemistry

1333 - Physics Mechanics Semester Grades - 11, 12

A semester-long introduction to mechanical physics based on the study of forces. A wide variety of topics are considered and include such things as helmet design, sporting equipment, structures, and the human body. The purpose of this course is to showcase modern, real-world applications of physics.

1334 - Physics Waves	Semester	Grades - 11, 12
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A semester-long introduction to waves physics. The topics will include waves, sound, light, optics and electricity. This course is designed as a hands-on, project-based learning experience. The purpose of this course is to showcase modern, real-world applications of physics.

1338 - Physics	Year	Grades - 11, 12
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This is an algebra and trigonometry- based year of physics. This course includes classic introductory physics concepts: motion, forces, energy, waves, sound, light, optics and electricity.

Prerequisite(s) Integrated Biology and Algebra II

1332 - AP Physics Mechanics (Calculus-based)	Year	Grades – 11, 12
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The class is meant for students who are potentially interested in pursuing a STEM. The course follows a traditional first semester physics course in college. The topics are all mechanical-based and include topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

Prerequisite(s) - Yearlong Physics, Physics Mechanics or Physics Waves

Corequisite(s) - Students must have successfully completed or be concurrently enrolled in Calculus

1339 – The Science of Climate Change	Semester	Grades - 11, 12
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"If you don't like the weather, wait five minutes." This Vermont truism speaks to the variable nature of weather in a fluid medium (the atmosphere) on a spinning sphere (Earth). This course will cover the fundamentals of weather, climate types and climate change science, building upon 9th grade Integrated Science learning. We will develop science literacy by looking at current research to examine how long-term average weather patterns create Earth's various climate types, and how human activity is accelerating climate change.

1325 - Natural Resources	Semester	Grades - 11, 12
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This course provides an understanding of the physical environment and ecosystem dynamics as well as how social values impacts their management; and investigates problems with the use/misuse of our natural resources and current management practices. Students will explore projects ranging from fish and wildlife management, food systems, energy solutions, and sustainability.

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

Prerequisite(s) – Integrated Biology and either yearlong Chemistry or Principles of Chemistry (may be co-enrolled)

SOCIAL STUDIES

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

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

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

Sophomore Social Studies/Combined with English (one credit each)

1102	Grade 10 Humanities	2 credits
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Junior & Senior Courses

1107	U.S. & the World Part 1: 1900-1945	.5 credit
1121	U.S. & the World Part 2: 1945- Present (Arts and Music)	.5 credit
1122	U.S. & the World Part 2: 1945- Present (Foreign Policy)	.5 credit
1123	U.S. & the World Part 2: 1945- Present (Social Movements)	.5 credit
1124	U.S. & the World Part 2: 1945- Present (Sports)	.5 credit
1125	U.S. & the World Part 2: 1945- Present (Media)	.5 credit
1128	Know Your Rights: Democracy 101	.5 credit
1108	Economics	.5 credit
1109	AP U.S. Government and Politics	1 credit
1111	Black America	.5 credit
1119	Lake Champlain and the History of VT	.5 credit
1129	Money, Energy and Power	.5 credit

1112	Holocaust and Modern Genocides	.5 credit
1150/1155	AP Economics Macro/Micro	1 credit
1151	AP Human Geography	1 credit

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

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

- What does it mean to be human?
- Who am I in relation to others and the world?
- What kind of society do we want to create?
- Where do we go from here?

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

1102 – Grade 10 Humanities: U. S. History: From Colonization to World Power Year Grade - 10

In this course, students examine the development of the United States from colonial times to the emergence of the nation as a world power in the late 1890s. Paired with English 10, learners in this heterogeneous classroom hone their problem solving, analytical reasoning, critical thinking, and communication skills. This course provides the historical underpinnings of an understanding of contemporary issues and world events. The coordination with English 10 allows for connections among the themes, ideas and skills addressed in both classes. At times, the classes meet as a combined group to work on joint Social Studies/English projects. At other times, the classes separate to explore issues focusing more independently in each discipline.

1107 – United States in the Modern World Part 1: 1900-1945 Semester Grade 11

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

1121 - US in the Modern World Part 2: 1945- Present (Arts & Music) Semester Grade 11

This United States history survey course continues the study of the American experience from 1945 to the present. This section will study major events of the time period such as the Cold War, The Civil Rights and other social justice movements, the post 9/11 world and the evolutions in economic and political landscapes. This particular section will focus on how art and music have influenced and been reflected in the US during the 20th and 21st centuries. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, and communication.

1122 - US in the Modern World Part 2: 1945- Present (Foreign Policy) Semester Grade 11

This United States history survey course continues the study of the American experience from 1945 to the present. This section will study major events of the time period such as the Cold War, The Civil Rights and other social justice movements, the post 9/11 world and the evolutions in economic and political landscapes. This particular section will focus on the US's relationships with other nations in conflicts, peacemaking, foreign aid and international organizations and agreements. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, communication and media literacy skills.

1123 - US in the Modern World P 2: 1945-Present (Social Movements & Protest) Sem Grade 11

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

1124 - US in the Modern World Part 2: 1945- Present (Sports) Semester Grade 11

This United States history survey course continues the study of the American experience from 1945 to the present. This section will study major events of the time period such as the Cold War, The Civil Rights and other social justice movements, the post 9/11 world and the evolutions in economic and political landscapes. This particular section will focus on the role and impact of amateur and professional sports on American society, culture and economics. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, communication and media literacy skills.

1125 - US in the Modern World Part 2: 1945-Present (Media) Semester Grade 11

This United States history survey course continues the study of the American experience from 1945 to the present. This section will study major events of the time period such as the Cold War, The Civil Rights and other social justice movements, the post 9/11 world and the evolutions in economic and political landscapes. This particular section will focus on how mass media technologies and content in TV, film and the internet have influenced the US in the 20th and 21st centuries. The course uses a variety of instructional activities and assessments to build student's critical thinking, reading comprehension, communication and media literacy skills.

1128 – Know Your Rights: Democracy 101 Semester Grades - 11, 12

Students will learn about their rights and responsibilities as citizens/residents of the United States. They will study elections, law-making, military service and law enforcement. Additionally, students will explore political activism, engage in interest groups, and work to affect change. This class will study the ways in which different segments of American society experience government. Not appropriate for students who have taken AP Government and Politics.

1108 – Economics

Semester

Grades - 11, 12

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

1109 - AP United States Government and Politics

Year

Grades - 11, 12

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

1111 - Black America

Semester

Grades – 11, 12

An elective course that examines the history and culture of the Black American experience in an interdisciplinary format, including an analysis of the unique historical, cultural, and social developments from the Middle Passage to the present day. The course will trace the history of the literary and artistic contributions of Black Americans to American culture. Critical thinking, reading, writing, and oral presentation skills are emphasized. This course will examine the meaning of “freedom,” “equality,” and “equity,” and their impact on the larger discussion of race and racism in the United States.

1119 - Lake Champlain & the History of Vermont

Semester

Grades – 11, 12

This course explores the history of Lake Champlain, America's most historic lake, and how it affected the history of Vermont and the United States. By studying the natural environment, settlement patterns and eras of war and peace, the course considers how Lake Champlain has influenced and continues to influence the culture of our region.

1129 - Money, Energy & Power

Semester

Grades – 11, 12

Money, Energy and Power. When you think about it, these three things are essential ingredients in wielding influence around the world. Money can be used to buy resources, alliances and influence. Energy is used to power the world economy. Power reflects how one makes use of their resources and influence. This course will examine the interplay among these three ingredients. We will explore the basic elements of economics and how they play out in the energy marketplace. We will also investigate how competing and ever changing energy priorities influence local, regional, national and international legislation and policy. We will apply the lessons that we learn as we attempt to create change in our own community.

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

1150/1155 - AP Economics – Macro and Micro	2 Semesters	Grades - 11, 12
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AP Economics provides students with a thorough understanding of the principles of economics. The course is divided between macroeconomics and microeconomics. Macro looks at the economic system as a whole, while Micro examines the principles of economics that apply to consumers and producers. In total, the course will examine the following areas: Supply and Demand, GDP, Fiscal and Monetary Policy, Comparative Advantage, Currency Exchange Rates, Resource Markets and Product Markets. There are AP tests in both Macroeconomics and Microeconomics.

1151 - AP Human Geography	Year	Grades - 11, 12
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AP Human Geography presents students with the curricular equivalent of an introductory college-level course in human or cultural geography. Content is presented thematically rather than regionally and is organized around the main subfields: economic geography, cultural geography, political geography and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships in places, regions, cultural landscapes, and patterns of interaction.

WELLNESS

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

1702	Personal Fitness	.5 credit
1703	Lifetime Activities: Team Sports	.5 credit
1712	Focus on Your Fitness	.5 credit
1704	Contemporary Issues in Health	.5 credit
1713	Lifetime Activities: Group Fitness	.5 credit
1716	Lifetime Activities: Mindfulness	.5 credit
1717	Lifetime Activities: Unified Sports	.5 credit
1718	Lifetime Activities: Individual Sports	.5 credit
1719	Lifetime Activities: Outdoors	.5 credit

1702 - Personal Fitness

Semester

Grades - 10, 11, 12

This course emphasizes fitness on an individual level. The goal of Personal Fitness is to develop individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. Each student is exposed to various fitness assessments, exercise programs and fitness concepts that are applied. A combination of classroom instruction and active participation, including use of our fitness center, provides students with the necessary knowledge to set fitness goals, exercise regularly and carry out their own fitness program now and in the future. This is a graduation requirement.

1703 – Lifetime Activities: Team Sports

Semester

Grades - 10, 11, 12

In this course, students will gain the skills and knowledge needed to participate in a variety of team sports and lifelong group activities; such as flag football, ultimate sports, handball, floor hockey, and more! Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

1704 – Focus On Your Fitness

Semester

Grades - 10, 11, 12

This course will build on the information gained in personal fitness. Students will continue setting personal health goals using the SMART goal format and use the FITT principle to design individual workouts. We will expand on the option to explore individualized movement through yoga and meditation as it applies to physical and mental/emotional health. It will also engage students who have a greater desire to expand fitness center knowledge and principles of fitness allowing students to discover their own pathway and fitness related interests they can continue to explore outside of school.

Prerequisite: Personal Fitness

1705 Contemporary Issues in Health

Semester

Grades 10, 11, 12

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

1713 – Lifetime Activities: Group Fitness Semester Grades - 10, 11, 12

In this course, students will gain the skills and knowledge needed to participate in a variety of group fitness opportunities and lifelong activities; such as aerobics, zumba, jazzercise, dance, and more! Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

1716 – Lifetime Activities: Mindfulness Semester Grades - 10, 11, 12

This course is designed to help students develop an understanding around the connection and interplay between mind and body. This course will expose students to physical and emotional wellness activities and practices that engage both their mind and body to address self-awareness and self-management.

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

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

1718 – Lifetime Activities: Individual Sports Semester Grades - 10, 11, 12

In this course, students will gain the skills and knowledge needed to participate in a variety of individual sports and lifelong activities; such as pickleball, badminton, disc golf, lawn games, and more! Students are encouraged to be active participants while creating a learning environment inclusive of all. Students will gain self-confidence while having fun through regular physical activity.

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

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

1720 – Earning PE Credit Through Participation in Athletics Grades 10, 11, 12

Students may choose to receive credit through interscholastic sports or outside activities in place of taking Lifetime Activities. **In order to obtain PE credit through this process, the student must first have successfully completed Personal Fitness.** Learning to write SMART goals is an essential component of Personal Fitness and a student desiring to get PE credit for playing a sport at CVU, or participating in an outside of CVU activity, must create SMART goals as part of that process.

For credit through a CVU sport, the student is required to make arrangements for credit within two weeks of the start of the sport season and to submit a personal reflection immediately following the season. "Outside of CVU" activities do not have those time restrictions. The applications for both options (CVU sport or outside of CVU activity), which includes directions, is available on the school's website:

(<https://sites.google.com/a/cvuhs.org/cvu-athletics/home/forms>), or may be obtained from a school counselor, the Student Activities Director, or by contacting the Wellness Department Administrator.

WORLD LANGUAGES

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

Important Note: To advance to the next level of a language, students will need to demonstrate proficiency at their current level.

The CVSD World Language teachers have the curriculum, proficiencies, and standards for World Language K-12 studies that are available for review at any time.

1401	French I	1 credit
1402	French II	1 credit
1403	French III	1 credit
1404	French IV	1 credit
1405	French V	1 credit
1406	Spanish I	1 credit
1407	Spanish II	1 credit
1408	Spanish III	1 credit
1409	Spanish IV	1 credit
1410	Spanish V	1 credit
1411	Latin I	1 credit
1412	Latin II	1 credit
1413	Latin III	1 credit
1414	Latin IV	1 credit

1401 - French I

Year

Grades - 9, 10, 11, 12

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

1402 - French II

Year

Grades - 9, 10,11,12

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

Prerequisite(s) - Successful completion of French I

1403 - French III

Year

Grades - 10, 11, 12

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

Prerequisite(s) - Successful completion of French II

1404 - French IV

Year

Grades - 11, 12

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

Prerequisite(s) - Successful completion of French III

1405 - French V

Year

Grades - 11, 12

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

Prerequisite(s) - Successful completion of French IV

1407 - Spanish I

Year

Grades - 9, 10, 11, 12

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

1408 - Spanish II

Year

Grades - 9, 10, 11, 12

Students continue to learn and practice vocabulary and grammar, building on what they learned in Spanish I. Students learn to express themselves and obtain information in a variety of practical situations. Students also learn to narrate and describe using the past tenses. All major areas of language learning are emphasized: listening, speaking, reading, writing, and cultural awareness.

Prerequisite(s) - Successful completion of Spanish I

1409 - Spanish III

Year

Grades - 10, 11, 12

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

Prerequisite(s) - Successful completion of Spanish II

1410 - Spanish IV

Year

Grades - 11, 12

This course requires students to communicate exclusively in Spanish. Course work is based on the study of various geographical regions in the Spanish speaking world. Students will improve oral and written communication in Spanish through a variety of activities including reading, presenting, participating in class discussion, performing informal skits, and writing. More emphasis is placed on grammatical accuracy and correct pronunciation as the year progresses.

Prerequisite(s) - Successful completion of Spanish III

1411 - Spanish V

Year

Grade - 12

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

Prerequisite(s) - Successful completion of Spanish IV

1412 - Latin I

Year

Grades - 9, 10, 11, 12

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

1413 - Latin II

Year

Grades - 10, 11, 12

In this course, students expand upon the vocabulary and grammatical structures of Latin I in order to read more complex Latin stories. Students examine the culture of the broader Roman Empire including Greece, Egypt, and Britain. We will also delve into Greek and Roman stories from mythology and identify ancient patterns in the tales. The students continue the study of English vocabulary derived from Latin words.

Prerequisite(s) - Successful completion of Latin I

1414 - Latin III

Year

Grades - 10, 11, 12

This course examines the grammatical structures of participles and the subjunctive mood through more advanced readings. Students continue the expansion of their Latin vocabulary and make connections to the English language through derivatives. Students also study the culture of Roman medicine, divination, and religious practices

Prerequisite(s) - Successful completion of Latin II

1415 - Latin IV

Year

Grades - 10, 11, 12

Students complete the study of Latin grammar through the reading of authentic Roman authors. Students examine the authors Caesar, Pliny the Younger, Martial, Catullus, Ovid, and Vergil. Students continue to study and expand upon Latin vocabulary and make connections to the English language through the study of derivatives. In addition, students study the emperors of the Roman Empire and the culture included in the texts of the authentic authors.

Prerequisite(s) - Successful completion of Latin III

