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.
# Table of Contents

## General Information
- Graduation Requirements and General Information  2

## Course Descriptions
- CVU's Core Program  6
- English  8
- Social Studies  16
- Mathematics  20
- Science  25
- World Languages  31
- Business Education  36
- Family and Consumer Science  39
- Design and Technology Education  41
- Media Education  45
- Visual Arts  46
- Music  53
- Performing Arts  57
- Wellness  59
- Driver Education  61
- Graduation Challenge  62

## Extended Learning Opportunities
- List of Extended Learning Opportunities  63
- The Life Program  66
- CVUHS Summer Academy  66
- Technical Center Study  67
CVU's GRADUATION REQUIREMENTS
Proficiency-Based Graduation Requirements (PBGRs) 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 will use credits for the purpose of demonstrating that a student has met the graduation requirements. Learning experiences will specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning. Students in the Champlain Supervisory School District will receive credit for learning that takes place outside of the school, school day, or the classroom, provided that any credits earned occur under the supervision of an appropriately licensed educator.

The document below outlines the CVSD Graduation Standards which 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.
**GENERAL INFORMATION**

Students in grade 9 will be enrolled in the Core Program where they will take five academic credits along with a block of Core Time. 9th Grade students may choose to enroll in additional elective courses such as a World Language or an Essential Arts course. Students in grade 10 are expected to enroll in at least 6 full course credits; students in grades 11 and 12 should enroll for at least 5 full course credits.

We do not require students to select a prescribed curricular track such as college preparatory, general academic or vocational. The selected program should reflect the interests, abilities and needs of each student. 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 all four years.

**EARLY GRADUATION:** The high school program is normally considered to be a four-year program. In certain instances, however, the high school program may be completed in three years. Students desiring early graduation should complete an application with their school counselor in their sophomore year during the course registration period.

**EARLY RELEASE:** Seniors interested in completing their final year in January must apply by November 1 of their senior year. Contact a school counselor for more information on this option. Students who wish to take courses at local colleges, or who wish to seek full-time employment prior to the normal graduation date in June, may take advantage of this option, again, through a school counselor.

**ACADEMIC YEAR:** Our academic year is divided into four reporting periods, each nine weeks in length. Courses are either one semester long and worth 1/2 credit or one year long and worth 1 credit.

**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.
PLANNING FOR LIFE AFTER HIGH SCHOOL

It is important for all students to plan their high school program with post-high school options in mind. The opportunities available to students at CVU will prepare students for a variety of post-high school choices. Technical schools, two-year and four-year colleges, the armed services, and varied careers require different types of skills and preparatory coursework. Because there is no exact or prescribed course of study a student should take in order to enter a particular career, school or college, it is important for students to thoroughly research specific requirements.

SAMPLE MINIMUM RECOMMENDATIONS FOR 4-YEAR COLLEGES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>4 years (Engineering programs may require 1 year of Chemistry and 1 year of Physics)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 years (including Algebra 2, and Trigonometry or Calculus for certain colleges/majors)</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>World Lang.</td>
<td>2 years of the same language</td>
<td></td>
</tr>
</tbody>
</table>

CVU offers a broad range of technical electives such as: Design & Engineering Technology 1, 2 & 3, Architectural Engineering, Metals, Power Tech, Design TASC Engineering. Additional courses are available at Burlington Technical Center and Center for Technology Essex.

SAMPLE MINIMUM RECOMMENDATIONS FOR TECHNICAL SCHOOLS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years (including Algebra 2)</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>4 years (including Chemistry &amp; Physics)</td>
<td></td>
</tr>
</tbody>
</table>

SAMPLE MINIMUM RECOMMENDATIONS FOR THE WORLD OF WORK

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 years</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>3 years</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 years</td>
<td></td>
</tr>
</tbody>
</table>

Business classes (Accounting, Principles of Business, Entrepreneurship), Social Studies (Economics, Current Issues), Practical Art Electives (Cooking, Child Psychology, Clothing), Fine and Performing Arts classes can help students develop valuable skills. Students may also pursue in-depth study at the Burlington Technical Center or the Center for Technology Essex.
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](http://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, correspondence, or middle school courses are also not considered to be core courses. A list of approved courses is provided below. Please note: new courses for next year are still awaiting NCAA approval.

If you have questions about a particular course that you do not see on the above list, please see your counselor in the Direction Center.

<table>
<thead>
<tr>
<th>English</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core English</td>
<td>Creative Writing</td>
<td>Writing Prose</td>
</tr>
<tr>
<td>English 10</td>
<td>Global Literature</td>
<td>Journalism</td>
</tr>
<tr>
<td>Ancient Greece</td>
<td>Gothic Tales</td>
<td>British Literature</td>
</tr>
<tr>
<td>Applied English I &amp; II</td>
<td>Literature, Film, Writing</td>
<td>Women in Literature</td>
</tr>
<tr>
<td>AP English</td>
<td>Major American Literature</td>
<td>Utopian Literature</td>
</tr>
<tr>
<td>Contemporary Literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Calculus</td>
<td>Math I</td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>Math II</td>
<td></td>
</tr>
<tr>
<td>AP Probability &amp; Statistics</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Advanced Algebra Trig</td>
<td>Geometry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Algebra II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trigonometry and Pre-Calculus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Studies</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP US Government</td>
<td>Current Issues</td>
<td>Making of the Modern World</td>
</tr>
<tr>
<td>Ancient Greece</td>
<td>Economics</td>
<td>US and the World</td>
</tr>
<tr>
<td>Core Social Studies</td>
<td>AP Economics</td>
<td>HPAC</td>
</tr>
<tr>
<td>AP Human Geography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Biology</td>
<td>Yearlong Chemistry</td>
<td>Integrated Environmental Biology</td>
</tr>
<tr>
<td>AP Chemistry</td>
<td>Yearlong Physics</td>
<td>Natural Resources</td>
</tr>
<tr>
<td>AP Physics</td>
<td>Biogenetics</td>
<td>Physics Waves</td>
</tr>
<tr>
<td>Microbiology</td>
<td>Integrated Biology</td>
<td>Physics Mechanics</td>
</tr>
<tr>
<td>Weather and Climate</td>
<td>Principles of Chemistry</td>
<td>Botany</td>
</tr>
</tbody>
</table>

### Additional Core Courses

<table>
<thead>
<tr>
<th></th>
<th>Latin I-IV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP French</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French I-V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish I-V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CORE PROGRAM

All entering first-year students will be enrolled in the Core Program, which works to create a smaller learning community 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 1, Math 2, and Geometry). Each academic discipline has agreed upon common learning targets and scales that are tagged to CVU’s Graduation Standards.

Electives in World Languages, Practical Arts, and Fine Arts may also be incorporated in student schedules during their other period each day. Please note that while CVU offers a broad range of elective courses, many electives in this course catalog are available only to students in the upper grades due to prerequisites and scheduling constraints.

The Core Courses

1073-Core Humanities Term-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.

Mathematics

1231-Math 1 (FOR RISING 9TH GRADERS ONLY 2019-2020) Term-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.
1232-Math 2 (FOR RISING 9TH GRADERS ONLY 2019-2020)  Term-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 level teacher

1301 – Integrated Environmental Science  Term - 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  Term - Sem  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  Term - Sem  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.
ENGLISH

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1002</td>
<td>English 10</td>
<td>1</td>
</tr>
</tbody>
</table>

Junior and Senior Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1005</td>
<td>Major American Literature</td>
<td>.5</td>
</tr>
<tr>
<td>1007</td>
<td>Major British Literature</td>
<td>.5</td>
</tr>
<tr>
<td>1008</td>
<td>Gothic Tales</td>
<td>.5</td>
</tr>
<tr>
<td>1009</td>
<td>Contemporary Literature</td>
<td>.5</td>
</tr>
<tr>
<td>1010</td>
<td>Utopian Literature</td>
<td>.5</td>
</tr>
<tr>
<td>1012</td>
<td>AP English: Literature &amp; Composition</td>
<td>1</td>
</tr>
<tr>
<td>1013</td>
<td>Literature, Film, and Writing</td>
<td>.5</td>
</tr>
<tr>
<td>1015</td>
<td>Ancient Greece I</td>
<td>.5</td>
</tr>
<tr>
<td>1027</td>
<td>Ancient Greece II</td>
<td>.5</td>
</tr>
<tr>
<td>1016</td>
<td>Applied English I</td>
<td>.5</td>
</tr>
<tr>
<td>1017</td>
<td>Applied English II</td>
<td>.5</td>
</tr>
<tr>
<td>1018</td>
<td>Creative Writing</td>
<td>.5</td>
</tr>
<tr>
<td>1019</td>
<td>Writing Prose</td>
<td>.5</td>
</tr>
<tr>
<td>1020</td>
<td>Journalism</td>
<td>.5</td>
</tr>
<tr>
<td>1021</td>
<td>English Academic Internship</td>
<td>1.0 to 2.5</td>
</tr>
<tr>
<td>1024</td>
<td>Global Literature</td>
<td>.5</td>
</tr>
<tr>
<td>1036</td>
<td>Humans in Peace and Conflict II</td>
<td>.5</td>
</tr>
<tr>
<td>1037</td>
<td>Creative Writing Workshop</td>
<td>.5</td>
</tr>
</tbody>
</table>
This course is combined with the sophomore Social Studies course, 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.

In this course, students will consider the way in which a piece of literature is a reflection of its times, the American identity, and the American experience. Students will grapple with issues of class, race, gender, social justice, hegemony, and alienation explored by a variety of authors from distinct periods in America's history. Students will practice and show their mastery of critical thinking, close-reading, analytical and personal writing, and communicative skills through a variety of standards-based assessments. This course involves the in-depth study of American short stories, poetry, novels, as well as exposure to relevant visual arts, music, and film to enhance learning.

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, Scifi and Modern Horror  Term - Sem  Grades – 11, 12

Gothic Tales is a unique course that allows us to explore the wild and weird edges of the human experience. The vehicles for exploration will be stories: classic and modern short tales, novels and films that reflect our continuous yet evolving fascination with fear. Students will research, write about, discuss, debate, present and reflect on big questions such as: Why does the unknown frighten us? Why do we seek out frightening scenarios for entertainment? What are the social and biological functions of fear? Why are depictions of monsters present continuously throughout human history and how have they changed over time? What specific strategies can storytellers use to create the strongest emotional impact on their audience? Authors and texts include Mary Shelley, Bram Stoker, Ray Bradbury, Stephen King, various film versions of Dracula and Frankenstein, and Alien--among others.

1009 - Contemporary Literature  Term - Sem  Grades – 11, 12

Students will read and discuss literature that has been 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.

1010 - Utopian Literature  Term - Sem  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  Term - 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 house counselor.

Prerequisite(s) - Summer reading and writing assignments. Students interested in taking the course during junior year should discuss this option with their house counselor.
1013 - Literature, Film, and Writing  
Term - Sem  
Grades – 11, 12

Students explore the connections between literature and its close cousin: film. Students will read a variety of texts that have been adapted into film. Film and novel genres may include the western, science fiction, and film noir. The main focus will be to make connections between literature and film through writing and discussion.

1015 - Ancient Greece I  
Term - Sem  
Grades – 11, 12

This unique interdisciplinary class examines the history, literature, philosophy, art, and language of the birthplace of Western Civilization with emphasis on their relevance to the individual, our society, and its government. Ancient Greece can be taken as either a one-semester course or a two-semester course, and credit can be earned in English, Social Studies, or World Language (Greek-only second semester) upon successful completion of the course. The first semester will be taught in a regular classroom setting.

1027 - Ancient Greece II  
Term - Sem  
Grades – 11, 12

Semester two of this interdisciplinary class takes the history, literature, philosophy, art, and language of Ancient Greece and applies it to today's world with emphasis on our literature or our social studies. During the second semester, students will continue their specialization, working independently in the classrooms and in teams. Ancient Greek language students will work in small groups with the instructor. All students will read the “Iliad” 4th quarter, approaching it from their individual credit concentration.

**Prerequisite(s)** - Successful completion of Ancient Greece I in the same academic school year

1016 - Applied English I  
Term - Sem  
Grade - 11

Students in Applied English will work to improve their fundamental English skills by working at a structured pace through many of the same assignments required in Writing Prose. Applied classes enjoy a lower enrollment where students gain more individual attention to their writing and self-editing skills than they might receive in Writing Prose. Students also work to answer the question, "What will I do after high school?" Work is completed on elements which best prepare juniors for the rigor of writing both a research paper and a reflection paper for Grad Challenge next year. Students also practice presentation skills to help prepare for the Grad Challenge presentation next year. Students are required to complete an advisor-approved Grad Challenge Letter of Intent and find a Community Consultant in order to earn credit for this course. The expectation is that the student will leave Applied I ready to work on Grad Challenge, complete most hours over the summer, and then work on their Grad Challenge papers and presentation in Applied English II in the fall semester.
1017 - Applied English II  
Term - Sem  
Grade - 12

This course supports seniors who may struggle with their writing skills and who need extra support around Grad Challenge. Many of the hours for Grad Challenge should have been completed before Applied English II class begins; however, in certain situations, students can enroll in Applied English II if necessary. Students must finish solid drafts of both the Research Paper and the Reflection Paper in order to pass the course; presentations will also be practiced in class. When students are not working on Grad Challenge, they are supported in working on anything that helps them with plans after high school. College essays, time to prepare for the SAT/ACT, research on education and military options, and career planning are all important activities that are often done in Applied English II.

1018 - Creative Writing  
Term - Sem  
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 approval by their English teacher and the English Department Curricular Director.

1019 - Writing Prose  
Term - Sem  
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.
1020-1 Journalism: Production  
Term - Sem  
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 and niche to fulfill. The emphasis is on communication skills; a good journalist asks good questions. Production staff, content creators, will work closely with the editors from Publication in order to create effective and engaging pieces that inform and engage the Champlain Valley community. The Production class meets on a regular school schedule. (Sophomores interested in this course may seek approval from their ninth grade English teacher and the Journalism teacher.)

1020-2 Journalism: Publication  
Term - Sem  
Grades - 11, 12

Students work independently and cooperatively to produce the Champlain Valley Chronicle, CVU’s online journalism project. In this course, students take on the roles of publication editors and all of the responsibilities that entails. Students in Publication will communicate and collaborate with student journalists in Production in order to cover a wide variety of stories and concerns, to develop angles and stories, to edit pieces for publication, and to prepare the publication itself. Students in Publication may specialize in copy-editing, writing, community outreach and organization, layout and design, and/or web development, and each student will create their own contract that outlines their responsibilities. The Publication class is a hybrid “traditional” class and independent study. Class meets as an editorial team regularly, once per week; beyond that, students are required to fulfill obligations independently and maintain open lines of communication with journalists, other editors, and Journalism advisors. (Sophomores interested in this course may seek approval from their ninth grade English teacher and the Journalism teacher.)

1021 - English Academic Internship  
Term - Year  
Grade – 11, 12

English Seminar & Academic Internship is an exciting course that offers juniors and seniors the opportunity to go into the community to learn in real life settings. Students not only learn new skills, but they also gain useful insights and experiences helpful for making decisions about life after CVU. The structured internship experience allows for an in-depth exploration of a student selected topic. This is seminar-based class, earning a full English credit while providing support for an individual internship placement. Reading and writing assignments are integrated throughout the year, and all emphasize work-based themes and issues. Each student completes the program with a personal portfolio which documents the learning gained through her/her internship experience.

Seniors should note that there will be support in this class for all components of Graduation Challenge. Juniors interested in doing Grad Challenge early need to speak with their advisor.
1024 - Global Literature  
**Term - Sem**  
**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.

1029 - Power Reading  
**Term - Sem**  
**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.** Classes average 6-12 students. Find us on our website: [http://pages.cvuhs.org/Power-Reading.html](http://pages.cvuhs.org/Power-Reading.html)

By referral only.

1036 - Humans in Peace and Conflict II  
**(running in place of Holocaust and Human Behavior)**  
**(Citizenship in Action)**  
**Term-Sem**  
**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:** Humans in Peace and Conflict I
1037 - Creative Writing Workshop  Term – Sem  Grades – 11, 12

Using the creative workshop model, students will explore advanced elements of creative writing, including narrative, scene, character, purpose, and dialogue, as well as the habits necessary to grow as a writer and the skills to constructively critique and workshop one another’s work. Students will read a wide variety of short stories, novel excerpts, and nonfiction, alongside essays on writing craft in order to develop a vocabulary for talking about how creative writing works. Frequent writing exercises, often inspired by the readings, will underscore specific craft problems, but students’ own writing will be the main focus. Students will primarily follow the creative writing workshop model in which they bring their own story or essay to class for group discussion, and on days when they are reviewing others’ work, bring a critique and comments to share with the group.

**Prerequisite:** Creative Writing (1018) or a portfolio of work submitted to the English Department Curricular Director.

1065 - Voices of Women in Literature  Term - Sem  Grades – 11, 12

This English elective course is dedicated to the in-depth study of female voices in literature from various historical eras and cultures. Course readings will critically examine the following themes and issues in the context of the female experience: body image, standards of beauty, self-esteem, motherhood, marriage, sexuality, empowerment, equality, economic oppression, freedom, and resiliency. In addition to the study of a diverse array of poetry, short stories, and non-fiction, possible novel titles include *The Handmaid's Tale*, *The Awakening*, *The Woman Warrior*, and *Speak*. Students will work collaboratively, independently, and rigorously to improve their critical thinking, speaking, writing (analytical, creative, and reflective), and close-reading skills. By the end of the semester, students will gain not only a better understanding of the forces in society that have shaped the voices and stories of female writers, but also of themselves and the women in their lives.

1067- Literature and the Environment  Term-Sem  Grades - 11, 12

This course will allow students to explore social justice through a literary and environmental lens, as they 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. Students will examine local, American, and global perspectives on what it means to be human in a (changing) landscape and read fundamental literature about place and environmental advocacy. Much of the course will be taught outside, with hands-on opportunities in partnership with CVU’s Sustainability Hub, giving students a chance to slow down and explore their relationships to the natural world, to their communities, to themselves, and to the issues that arise from their interactions with all of those.
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 Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1102</td>
<td>Making of the Modern World</td>
<td>1</td>
</tr>
</tbody>
</table>

**Junior & Senior Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1103</td>
<td>U.S. &amp; the World</td>
<td>1</td>
</tr>
<tr>
<td>1106</td>
<td>Current Issues</td>
<td>.5</td>
</tr>
<tr>
<td>1108</td>
<td>Economics</td>
<td>.5</td>
</tr>
<tr>
<td>1109</td>
<td>AP U.S. Government and Politics</td>
<td>1</td>
</tr>
<tr>
<td>1115</td>
<td>Ancient Greece I</td>
<td>.5</td>
</tr>
<tr>
<td>1127</td>
<td>Ancient Greece II</td>
<td>.5</td>
</tr>
<tr>
<td>1119</td>
<td>Lake Champlain &amp; the History of Vermont</td>
<td>.5</td>
</tr>
<tr>
<td>1129</td>
<td>Money, Energy and Power</td>
<td>.5</td>
</tr>
<tr>
<td>1130</td>
<td>Humans in Peace and Conflict I</td>
<td>.5</td>
</tr>
<tr>
<td>1150</td>
<td>AP Economics</td>
<td>1</td>
</tr>
<tr>
<td>1151</td>
<td>AP Human Geography</td>
<td>1</td>
</tr>
</tbody>
</table>
1102 - Making of the Modern World  Term - Year  Grade - 10

In this course, students take a global look at the development of civilizations and their interactions from the end of the middle ages through 1865. Students will examine Asia, Europe, Africa and the Americas to understand the cultural interactions and diffusion of people, products and ideas. Learners in this heterogeneous classroom hone their problem solving, analytical reasoning, critical thinking, and communication skills. This course provides students with the historical underpinnings for an understanding of contemporary issues and world events. This course is combined with the English 10 course. Connections are made between 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 assignments. At other times, the classes separate to explore issues focusing more independently in each discipline.

1103 – U.S. & the World  Term - Year  Grade - 11

This course continues with the global perspective developed in Making of the Modern World. The primary focus is the emergence of the United States as a dominant military and economic force in the 20th century. Examination of the Industrial Revolution and Immigration; the Age of Imperialism; World War I; the emergence of totalitarianism; Global Depression; World War II; and the Cold War and the contemporary world considers the impact of European and U.S. global domination on Africa, Asia, the Middle East, and Latin America. The course uses a variety of assessments designed to sharpen students’ critical thinking, reading comprehension, and analytical and interpersonal skills. The course is designed to give students an understanding of global forces to help them better evaluate and understand current issues.

1106 - Current Issues  Term - Sem  Grades - 11, 12

This course focuses on both domestic and international events and areas of current interest. Historical connections are used to explain the relevance of current topics and breaking news. The composition of issues that may be considered: taking into account media bias, ethnic and religious differences, the national interest, humanitarianism, and globalization. Research and writing are used to probe and analyze the complexities of our modern world.

1108 – Economics  Term - Sem  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  Term - 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 are provided with information on the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. The course is designed around the following topics: Constitutional Underpinnings of the U.S. Government; Political Beliefs and Behaviors; Political Parties and Interest Groups; Institutions of the National Government; Public Policy; and Civil Rights and Civil Liberties.

1119 – Lake Champlain & the History of Vermont  Term - Sem Grades - 11, 12

Lake Champlain and the History of Vermont allows students to learn more about the history of Vermont and the important role that Lake Champlain has played throughout American history. This course will expose participants to several fresh perspectives (historical, cultural, environmental, political and economic) of their home state and home waters. Students will participate in a variety of learning experiences including: field trips, field work, CAD technology, investigation of primary sources and self-directed projects.

*Not Offered 2019-2020


Money, Energy and Power: the Economics and Politics of Energy will offer students an in-depth exploration of the complexities behind energy decision making by examining both the economic and political considerations of energy policies. Students will explore how energy markets work, the role of special interests in the legislative process and how ever-increasing demands for energy sources shape geopolitics. By the end of the course, students will come to decisions on energy policy while engaging in civic activism around their policy goals.

*Not Offered 2019-2020

1130 - Humans in Peace and Conflict I: Case Studies in Conflict  Term - Sem Grades -11, 12

Students will engage in an analytical study of mass atrocity crimes in the 20th and 21st centuries. The course begins with an in depth case study of the Holocaust, and moves on to consider what makes genocide since 1945 - in areas like Rwanda, Bosnia, Darfur, Myanmar and other areas - both unique and universal. Students will learn the historical context of these genocides with a focus on understanding how systems were created and corrupted in ways that made mass atrocities possible. This course provides the historical and legal content knowledge necessary for continuing on to the HPAC II course.
1150 - AP Economics

Term – Year

Grades - 11, 12

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

Term – Year

Grades - 11, 12

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

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

The following flow chart is designed to provide a visual representation of a “typical” progression through our program. There are many variables that influence student learning; thus, no chart can adequately display the variety of options available. Discussion with the student’s advisor, school counselor, and math teacher are essential in determining the appropriate pathway through our program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1201</td>
<td>Pre-Algebra</td>
<td>1</td>
</tr>
<tr>
<td>1233</td>
<td>Math 1/Part 1</td>
<td>1</td>
</tr>
<tr>
<td>1234</td>
<td>Math 1/Part 2</td>
<td>1</td>
</tr>
<tr>
<td>1231</td>
<td>Math 1</td>
<td>1</td>
</tr>
<tr>
<td>1232</td>
<td>Math 2</td>
<td>1</td>
</tr>
<tr>
<td>1206</td>
<td>Algebra I</td>
<td>1</td>
</tr>
<tr>
<td>1227</td>
<td>Algebra I Part 1</td>
<td>1</td>
</tr>
<tr>
<td>1228</td>
<td>Algebra I Part 2</td>
<td>1</td>
</tr>
<tr>
<td>1207</td>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>1209</td>
<td>Algebra II</td>
<td>1</td>
</tr>
<tr>
<td>1211</td>
<td>Trigonometry and Pre-Calculus</td>
<td>1</td>
</tr>
<tr>
<td>1212</td>
<td>Advanced Algebra &amp; Trigonometry</td>
<td>1</td>
</tr>
<tr>
<td>1226</td>
<td>Calculus</td>
<td>1</td>
</tr>
<tr>
<td>1213</td>
<td>AP Calculus</td>
<td>1</td>
</tr>
<tr>
<td>1229</td>
<td>AP Statistics</td>
<td>1</td>
</tr>
<tr>
<td>1230</td>
<td>Computer Programming</td>
<td>1</td>
</tr>
</tbody>
</table>
1231-Math 1 (FOR RISING 9TH GRADERS ONLY 2019-2020)

Term - 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.

1232-Math 2 (FOR RISING 9TH GRADERS ONLY 2019-2020)

Term - 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

1206 - Algebra I

Term - Year: Grades - 10, 11, 12

Students will develop their algebraic reasoning skills by simplifying expressions, solving equations and inequalities, solving systems of linear equations, graphing and solving linear, exponential, and quadratic equations, and analyzing one- and two-variable data.

1227 - Algebra I Part I

Term - Year: Grades - 10, 11, 12

Students will develop their algebraic reasoning skills by expressing patterns as algebraic rules, evaluating algebraic expressions, solving equations and proportions, writing equations to solve problems and modeling linear relationships.

1228 - Algebra I Part II

Term - Year: Grades - 11, 12

This course builds on the skills practiced in Algebra 1 Part 1. Students will reason algebraically to solve systems of linear equations and inequalities, compare and contrast linear and exponential functions, and begin to explore converting quadratic expressions between factored and standard form. Students will also learn to interpret, write and simplify exponential expressions.

**Prerequisites:** Successful completion of Algebra I Part I
1207 - Geometry  
**Term - Year**:  
**Grades**: 10, 11, 12  
Students will reason about measurements and spatial relationships using right triangle relationships, geometric and quadratic function transformations, factoring and modeling quadratics, descriptive statistics and probability, area and volume of solids, and properties of circles.  

**Prerequisite(s)** – Successful completion of Algebra I

1209 - Algebra II  
**Term - Year**:  
**Grades**: 10, 11, 12  
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. We strongly recommend having a graphing calculator for daily use in this course.  

**Prerequisite(s)** - Successful completion of Algebra I or Math 2

1211 - Trigonometry and Pre-Calculus  
**Term - Year**:  
**Grades**: 10, 11, 12  
Students will continue to develop their mathematical modeling and problem solving skills through the study and application of algebraic, polynomial, rational, exponential, and logarithmic functions. If time allows, students will also study topics in analytic geometry (conics, parametric equations, and polar equations). Students will need their own graphing calculator for regular use in this course.  

**Prerequisite(s)**-Successful completion of Geometry and Algebra II

1212 - Advanced Algebra and Trigonometry  
**Term - Year**:  
**Grades**: 11, 12  
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) and transcendental functions (piece-wise, trigonometric). A strong emphasis is placed on connecting math to the real world.  

**Prerequisites** - Successful completion of Geometry and Algebra II

1226 - Calculus  
**Term - Year**:  
**Grades**: 11, 12  
Students develop the meaning of the derivative, anti-derivative and fundamental theorem of calculus through an intuitive understanding of position, velocity and how they are related.  

**Prerequisite(s)** - Successful completion of Trig/Pre-Calculus or Advanced Algebra/Trig
**1213 - AP Calculus**  
**Term - Year**  
**Grades - 11, 12**  
This is a college entry-level calculus course that covers the topics in differential and integral calculus outlined in the College Board's AB Calculus Outline. Major topics include the interpretation and application of the limiting processes to demonstrate the fundamental theorems of calculus and using differentiation and integration to answer applied questions such as optimization, rate of change, area under and between curves, and the analysis of functions. Upon completing the course, students are prepared for and have the option to take the AP Calculus (AB) Exam in May.

**Prerequisite(s)** - Successful completion of Pre-Calculus

**1229 - AP Statistics**  
**Term - Year**  
**Grades - 11, 12**  
During the first semester, students focus on the major concepts needed for collecting, analyzing, and drawing conclusions from both univariate and bivariate data. Students also explore counting techniques, random variables, and probability distributions. Use of graphing calculators is integrated throughout the course. This course is a college level course, which covers all the topics outlined on the College Board’s AP Statistics course. Upon completion, students are prepared for (and given the option to take) the AP Statistics exam in May.

**Prerequisite(s)** - Successful completion of Algebra II

**1230 - Computer Programming**  
**Term - Year**  
**Grades - 10, 11, 12**  
Students will learn the key concepts of object-oriented programming: how to implement simple algorithms, use variables and arrays, control program flow using conditional and iterative control structures, and design and implement classes. Students will have a basic understanding of inheritance and polymorphism. They will use library packages and classes, as well as external APIs. They will design software solutions to solve problems from various application areas.

**Prerequisite(s)** - Successful completion of Algebra II
### SCIENCE

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

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.

**Requirements for Graduation:** 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1301</td>
<td>Integrated Environmental Science</td>
<td>1 credit</td>
</tr>
<tr>
<td>1324</td>
<td>Weather &amp; Climate</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1325</td>
<td>Natural Resources</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1326</td>
<td>Astronomy</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1387</td>
<td>Integrated Biology</td>
<td>1 credit</td>
</tr>
<tr>
<td>1309</td>
<td>Zoology</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1310</td>
<td>Botany</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1311</td>
<td>Microbiology</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1308</td>
<td>Biotechnology, Genetics &amp; Humanity</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1312</td>
<td>AP Biology</td>
<td>1 credit</td>
</tr>
<tr>
<td>1331</td>
<td>Principles of Chemistry</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1327</td>
<td>Yearlong Chemistry</td>
<td>1 credit</td>
</tr>
<tr>
<td>1333</td>
<td>Physics Mechanics</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1334</td>
<td>Physics Waves</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1328</td>
<td>Yearlong Physics</td>
<td>1 credit</td>
</tr>
<tr>
<td>1320</td>
<td>AP Chemistry</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
1301 – Integrated Environmental Science Term - Year Grade - 9

Integrated Environmental Science is an NGSS-aligned course taken by all 9th grade 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 Term – 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 (Cell Structure and Function, Genetics, etc.) 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 (The Big Bang). These themes are then carried through and built upon for the remainder of the year.

1308 - Biotechnology, Genetics & Humanity (BGH) Term - Sem Grades - 11, 12
(Offered every other year. Will run 2019-2020)

The topics of this class include the history of biotechnology, structure and function of DNA and proteins, gene regulation, genetic engineering, cloning, gene therapy, DNA profiling, Human Genome Project. Students should have a strong interest in exploring scientific, political, economic, ethical, and social implications of these emerging technologies.

1309 - Zoology Term - Sem Grades - 11, 12
(Offered every other year. Will run 2019-2020)

The field of zoology encompasses a broad expanse of knowledge that covers representative groups in the Animal Kingdom. This course reviews the evolution and classification of animals, as well as the form, function, and behavior of animals and their interactions with the environment with a focus on organ systems and adaptations. Content is delivered through lecture, lab activities, field work, and research projects. The course work may include dissections of selected invertebrates.
1310 - Botany  
**Term** - Sem  
**Grades** - 11, 12  
*(Offered every other year. Will not run 2019-2020)*  
The field of botany covers a broad expanse of knowledge about plants: structure and function, evolution, reproduction, responses to their environment, ethnobotany, and identification. Students will look at how plants work, as well as how humans utilize and manipulate plants to meet their needs. Content is delivered through lecture, lab activities, field work, reading assignments and class discussions.

1311 - Microbiology  
**Term** - Sem  
**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.

1312 - AP Biology  
**Term** - Year  
**Grades** - 11, 12  
Advanced Placement Biology follows a national curriculum created by the College Board in concert with major colleges and universities. Student learning is the result of classroom activities, readings from college texts, multimedia/computer integrations, nationally approved laboratory experiences, and individualized/innovative learning opportunities. It is designed to prepare students for the national AP Biology Exam in May and to provide a solid foundation for college biology.  
Topics include cell biology, cell energetics, cell regulation, Mendelian genetics, medical genetics, molecular genetics, cancer, and biochemistry, evolutionary biology, ecology, taxonomy, plant biology, and anatomy and physiology of the human body.

**Prerequisite(s)**-Integrated Biology and Yearlong Chemistry

1314 – Principles of Chemistry  
**Term** - Sem  
**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.
1327 - Yearlong Chemistry
Term - 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) - Successful completion of Algebra II; can be taken concurrently

1320 - AP Chemistry
Term - Year
Grades - 11, 12

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. Compared with the prerequisite Chemistry courses, AP Chemistry uses a college level textbook, offers a more rigorous laboratory program, has a greater emphasis on chemical calculations and principles, and covers more topics with further depth. Students who enroll in this class need to be committed to time in class and to individual time out of class, including summer work.

Prerequisite(s) - Yearlong Chemistry

1333 - Physics Mechanics
Term - Sem
Grades - 11, 12

A semester-long introduction to mechanical physics. This includes classic introductory physics concepts like motion, forces and energy. This course is hands-on, project-based learning.

1334 - Physics Waves
Term - Sem
Grades - 11, 12

This course will also include hands-on project-based learning, but the topics will include waves, sound, light, optics and electricity.

1328 - Yearlong Physics
Term - Year
Grades - 11, 12

This is an algebra and trigonometry-based year of physics. The topics covered are similar to those offered in both Physics Mechanics and Physics Waves, but more emphasis is placed on the mathematics behind these topics.

Prerequisite(s) – Integrated Biology and Geometry; Algebra II strongly recommended
1323 - AP Physics Mechanics (Calculus-based) Term – Year  Grades – 11, 12

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 are strongly recommended

**Corequisite(s)** - Students **MUST** have taken or be concurrently taking Calculus

1324 - Weather & Climate  Term - Sem  Grades - 11, 12

(Offered every other year. Will NOT run 2019-2020)

“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 examines the composition and structure of the atmosphere, the behavior of water vapor in the atmosphere (including cloud formation, cloud types, and precipitation), the relationship between air pressure and wind, and the relationship between air masses, fronts, and storms. Lastly, we examine how long-term average weather patterns create Earth’s various climate types, and how human activity is accelerating climate change.

1325 - Natural Resources  Term - Sem  Grades - 11, 12

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.

1326 - Astronomy  Term - Sem  Grades - 11, 12

This course covers almost everything beyond the outer reaches of Earth’s atmosphere including Earth-Moon-Sun interactions, the Solar System, our galaxy, the nature of the universe, the origin and eventual end of the Solar System and universe, and the history of astronomy and space exploration. The focus will be not only on what we know, but how we know it and how discoveries are made in modern astronomy.
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 ensure the success of every language student, a minimum grade of C is required for advancement to the next stage. In some situations, a pre-semester assessment may be offered to evaluate the needs of the student and to designate appropriate placement.

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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1401</td>
<td>French I</td>
<td>1 credit</td>
</tr>
<tr>
<td>1402</td>
<td>French II</td>
<td>1 credit</td>
</tr>
<tr>
<td>1403</td>
<td>French III</td>
<td>1 credit</td>
</tr>
<tr>
<td>1404</td>
<td>French IV</td>
<td>1 credit</td>
</tr>
<tr>
<td>1405</td>
<td>French V</td>
<td>1 credit</td>
</tr>
<tr>
<td>1406</td>
<td>AP French Language</td>
<td>1 credit</td>
</tr>
<tr>
<td>1407</td>
<td>Spanish I</td>
<td>1 credit</td>
</tr>
<tr>
<td>1408</td>
<td>Spanish II</td>
<td>1 credit</td>
</tr>
<tr>
<td>1409</td>
<td>Spanish III</td>
<td>1 credit</td>
</tr>
<tr>
<td>1410</td>
<td>Spanish IV</td>
<td>1 credit</td>
</tr>
<tr>
<td>1411</td>
<td>Spanish V</td>
<td>1 credit</td>
</tr>
<tr>
<td>1412</td>
<td>Latin I</td>
<td>1 credit</td>
</tr>
<tr>
<td>1413</td>
<td>Latin II</td>
<td>1 credit</td>
</tr>
<tr>
<td>1414</td>
<td>Latin III</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
1401 - French I
Term - 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
Term - Year: Grades - 9, 10, 11, 12
This course is designed for those who wish to continue their study of French beyond middle school. 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
Term - 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
Term - 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  
Term - 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 project, and create an original film in the style of the French New Wave Cinema.

**Prerequisite(s)** - Successful completion of French IV

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

This course examines the grammatical structures of particles, subjunctives, and the passive voice through advanced readings. Students continue to expand upon Latin vocabulary and make connections to the English language. Students study the culture of Roman divination, the structure of the Roman army, and the architecture of Rome herself.

**Prerequisite(s)** - Successful completion of Latin II.
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.
BUSINESS EDUCATION

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1501</td>
<td>Principles of Business</td>
<td>1</td>
</tr>
<tr>
<td>1502</td>
<td>Personal Finance</td>
<td>.5</td>
</tr>
<tr>
<td>1503</td>
<td>Financial Accounting</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(4 credits/CCV)</td>
</tr>
<tr>
<td>1504</td>
<td>Computer Applications</td>
<td>.5-1</td>
</tr>
<tr>
<td>1505</td>
<td>Entrepreneurship</td>
<td>.5</td>
</tr>
<tr>
<td>1506</td>
<td>Business Law</td>
<td>.5</td>
</tr>
<tr>
<td>1507</td>
<td>Business Ethics</td>
<td>.5</td>
</tr>
<tr>
<td>1509</td>
<td>Pathfinder</td>
<td>.5</td>
</tr>
<tr>
<td>1510</td>
<td>International Business</td>
<td>.5</td>
</tr>
<tr>
<td>1021</td>
<td>Academic Internship</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English/.5 credit elective</td>
</tr>
</tbody>
</table>
1501 - Principles of Business  
Term - Year  
Grades - 9, 10, 11, 12

This yearlong course is broken down into themes: management, marketing, e-commerce, and accounting & finance. Throughout the course, effective business communication, business math, ethics, and technology are taught and reinforced through the projects students create. This is a hands-on, project-based course.

1502 - Personal Finance  
Term - Sem  
Grades - 9, 10, 11, 12

Students will investigate and complete personal financial planning activities such as selecting a career, getting a job, creating a budget, maintaining a checkbook, obtaining credit, investment, investigating savings options, planning for retirement, and completing tax forms. This course provides students a hands-on opportunity to see how financial decisions change based upon life changes—students make financial decisions as a single person, a married person, a married person with children, and a person nearing retirement.

1503 - Financial Accounting  
Term - Year  
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.

1504 – Computer Applications  
Term – Sem  
Grades – 11, 12

This course is a hands-on introduction to information processing using operating system and application software designed for computers and mobile devices. Topics include file management, presentation graphics, word processing, and spreadsheets. Basic algebra skills are recommended. This course is eligible for dual enrollment and will count as 3 college credits through CCV (and .5 CVU credit), if completed successfully.

1505 - Entrepreneurship  
Term - Sem  
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

This course covers legal issues that impact every student’s life, and encourages the study of law and the diverse ways in which the law is part of our everyday life. Some of the areas of study will be: ethics and the law, the court system, criminal and tort law, contracts, consumer law, employment law, dwelling, insurance and mortgage legalities. A key component of the class will be guest speakers knowledgeable in the various fields of law and a variety of field trips.

1507 - Business Ethics

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

Students will spend time and thought to set goals in planning for the future. Through exploration of personal interests, abilities, and values, students will engage in self-awareness activities, practice goal setting and decision making skills, and finish the activities better prepared for career planning. Students will explore current and projected career options utilizing web and community-based resources. Each student will develop a portfolio to include education and training plans, information for conducting a job search, and the documentation necessary for applying for a job.

*Ideal for Grades 10 and 11 but open to all

1510 – International Business

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.
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 his/her 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1520</td>
<td>Basic Clothing Construction</td>
<td>.5</td>
</tr>
<tr>
<td>1521</td>
<td>Fashion Design and Construction</td>
<td>.5</td>
</tr>
<tr>
<td>1524</td>
<td>Child Psychology and Development</td>
<td>.5</td>
</tr>
<tr>
<td>1525</td>
<td>Psychology of Human Behavior</td>
<td>.5</td>
</tr>
<tr>
<td>1526</td>
<td>Cooking &amp; Eating Well 1</td>
<td>.5</td>
</tr>
<tr>
<td>1527</td>
<td>Cooking &amp; Eating Well 2</td>
<td>.5</td>
</tr>
</tbody>
</table>

**1520 - Basic Clothing Construction**  
*Term - Sem*  
*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**  
*Term - Sem*  
*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  Term - Sem  Grades - 10, 11, 12
Explore contemporary social issues such as child abuse, abortion, divorce, discipline and single parenting, through discussion and classwork. 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 also studied.

1525 - Psychology of Human Behavior  Term - Sem  Grades - 11, 12
Students explore the psychological domains through hands-on activities and express themselves through discussion, and analysis through writing and projects. A variety of units will be covered, including violence and conflict resolution, stress, diversity, tolerance, and communication. Eight hours of community service is required.

1526 - Cooking and Eating Well 1  Term - Sem  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 2  Term - Sem  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 even how we eat it are all important factors for all of us. This class will explore different cultures and their individual food traditions. This course will take up where Cooking and Eating Well leaves off. Students will learn more advanced cooking skills using advanced recipes.

Prerequisite – Cooking & Eating Well
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) Term – Sem 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)  Term - Sem  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 Tech 1

1543 - Applied Project in Engineering  Term - Sem  Grades - 9, 10, 11, 12
(replaces D&E Tech 3 and Design TASC Engineering)

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 - D&E Tech 1 & 2 or by Innovation Hub permission

1542 - Architecture Engineering  Term - Sem  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 Tech 1
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 programing 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 - Metal Fabrication

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.

1546 - Metal Processes

Students in Metal Processes learn the skills necessary to perform basic machining processes, sand casting, and computer-aided machining operation. Students use the Lathe, Vertical Mill, CNC Mill, and CNC Lathe. They measure using micrometers, verniers, and other precision measuring equipment. They learn safety and care of equipment and tools while performing all processes and operations.

1547 - Auto and Power Technology

In this course, students learn the theory and operation of the gasoline, diesel, steam, and jet engines as part of transportation systems. Working with hydraulics, gears, sprockets, pulleys, and the effects of structural design, students investigate and demonstrate aerodynamics and power transmission through the use of models and projects. In addition, students learn the use of hand tools, specialized tools, engine parts, power transmissions, and hydraulic systems. Students learn the basic parts and functions of the various systems that make up the automobile and the home. Students learn how to perform activities such as changing oil and filters, replacing spark plugs, rotating tires, testing antifreeze and battery
1549 - Woodworking 1  Term - Sem  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.

1550 - Woodworking 2  Term - Sem  Grades - 9, 10, 11, 12

Students in woodworking 2 will design, plan, and construct projects, develop skills including; CAD, CNC routing and wood turning. Advanced wood joinery, advanced construction methods, safe set-up and operation of machinery and finishing techniques are taught in this course. Students who have high interest in woodworking and want to further their skills and knowledge will benefit from this learning experience.

Prerequisite - Successful completion of Woodworking 1
### MEDIA EDUCATION

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1511</td>
<td>Media and Society</td>
<td>.5</td>
</tr>
<tr>
<td>1512</td>
<td>Studio Production</td>
<td>.5</td>
</tr>
<tr>
<td>1609</td>
<td>Film and Video Production</td>
<td>.5</td>
</tr>
</tbody>
</table>

#### 1511 - Media and Society

**Term - Sem**

**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

**Term-Sem**

**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.

#### 1609 - Film and Video Production

**Term - Sem**

**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, Art of Film 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.
Visual Arts: 
Course Offerings

Introduction to Art
- Drawing
- Painting
- Photography
- Ceramics
- Sculpture
- The Art of Film
- Graphic Design
- Studio Block

Advanced
- Drawing
- Painting
- Photography
- Ceramics
- Sculpture

AP Studio Art
THE VISUAL ARTS

The Visual Arts Program includes the traditional fine arts of drawing, painting and sculpture as well as media arts including photography and graphic design. The program is aligned with the National Core Art Standards which emphasize a deep understanding of the artistic process and artistic literacy.

The National Core Art Standards include:

Create: Conceiving and developing new artistic ideas and work.

Present: Interpreting and sharing artistic work.

Respond: Understanding and evaluating how the arts convey meaning.

Connect: Relating artistic ideas and work with personal meaning and external context.

1601 Introduction to Art .5 credit
1651 Photography .5 credit
1602 Ceramics .5 credit
1603 Drawing .5 credit
1655 Painting .5 credit
1604 Sculpture .5 credit
1605 Advanced Drawing .5 credit
1656 Advanced Painting .5 credit
1606 Advanced Sculpture .5 credit
1607 Advanced Ceramics .5 credit
1608 Advanced Photography .5 credit
1610 AP Studio Art 1 credit
1650 Art of Film .5 credit
1653 Graphic Design .5 credit
1601 – Introduction to Art  Term - Sem  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 - Photography  Term - Sem  Grades - 9, 10, 11, 12

This course introduces students to traditional film and darkroom based photography, as well as digital imaging techniques. This "tra-digital" approach to photography provides students with the skills and knowledge necessary to control manual exposure, process film, print in the darkroom and upload, edit, manipulate, and print images digitally. The course is taught from a fine art perspective with a continual focus on artistic composition and photographic communication. Students will gain a deeper understanding of the elements of art and principles of design as they relate to artistic decision making and photographic aesthetics. This is a hands-on, lab-based art course that requires students to be self-directed and demonstrate an ability to manage long-term and complex assignments.

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

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

1602 - Ceramics  Term - Sem  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(s)  - Successful completion of Introduction to Art or by permission of instructor via portfolio review
1603 - Drawing

Drawing 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 drawing, primarily working from observation. Students will be given ample opportunity to grow and develop a personal style.

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

1655 - Painting

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(s) - Successful completion of Introduction to Art or by permission of instructor via portfolio review

1604 - Sculpture

Sculpture is an intermediate course 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 art work. 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(s) - Successful completion of Introduction to Art or by permission of instructor via portfolio review

1605 - Advanced Drawing

This course is designed for the advanced level art student who is ready to develop his or her own artistic voice. In this course, students will build visual skills at an advanced 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 Drawing
1656 - Advanced Painting Term - Sem Grades - 10, 11, 12

This course is designed for the advanced level art student who is ready to develop his or her own artistic voice. In this course, students will build visual skills at an advanced 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

1606 - Advanced Sculpture Term - Sem Grades - 10, 11, 12

Advanced Sculpture is an advanced level course for students 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 art work and the development of the 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

1607 - Advanced Ceramics Term - Sem Grades - 10, 11, 12

Advanced Ceramics is a further exploration of the art and craft of ceramics. 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 potters 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 Advanced Ceramics will publically share and present their work.

Prerequisite(s) - Successful completion of Ceramics
1608 - Advanced Photography  Term - Sem  Grades - 10, 11, 12

Advanced Photography is an advanced level course for students who wish to increase their knowledge and skills in both traditional darkroom photography and digital imaging techniques. Students use both SLR film cameras and digital cameras as they continue to develop their own artistic voice. This course moves at a rigorous pace and requires students to be independently motivated as making photographs becomes a daily exercise. Students will be expected to spend 3-4 hours per week in the photo lab outside of class time to complete the work. Students will create a body of work that demonstrates their artistic decision-making in regards to photographic composition, aesthetics, and communication.

Prerequisite(s) – Successful completion of Introduction to Art and successful completion of Photography

1610 - AP Studio Art  Term - Year  Grades - 11, 12

The AP Studio Art course is designed to prepare students for the AP Studio Art 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 Studio Art 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.

Prerequisite(s) - Any advanced art course and the completion of summer work

1650 – Art of Film  Term - Sem  Grades – 10, 11, 12

This course will explore the visual language of film. Through classic and contemporary films, with a focus on visual literacy and aesthetic choices, students will view and discuss films with critical attention to technique. Written reviews and group presentations will be key components to help students articulate their growing understanding. This is a strong foundation class for further film study and production.

Prerequisite: Introduction to Art
1653 - Graphic Design  Term-Sem  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 - Studio Block  Term-Sem  Grades - 10, 11, 12

This block 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 looking for art credit will have an opportunity to pursue independent study based on personal choice and individual passion. The class structure will include an instructor who will be there primarily as a consistent resource and expert that students can easily access to help them develop projects and answer questions. The instructor will provide feedback, assess growth, and give specific instruction/demonstrations/tutorials tailored to individual student projects and needs.

Prerequisite: Introduction to Art
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 Vocal Ensembles. Prerequisites must be met for Symphonic Band, Symphonic Winds, Men’s Chorus, and Women’s Chorus. 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1612</td>
<td>Chorus</td>
<td>1 credit</td>
</tr>
<tr>
<td>1613</td>
<td>Vocal Ensemble</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1631</td>
<td>Men’s Chorus</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1632</td>
<td>Women’s Chorus</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1633</td>
<td>Concert Band</td>
<td>1 credit</td>
</tr>
<tr>
<td>1634</td>
<td>Symphonic Band</td>
<td>1 credit</td>
</tr>
<tr>
<td>1635</td>
<td>Symphonic Winds</td>
<td>1 credit</td>
</tr>
<tr>
<td>1618</td>
<td>Basic Music Theory—Guitar</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1644</td>
<td>Jazz Improvisation</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1645</td>
<td>Songwriting</td>
<td>.5 credit</td>
</tr>
<tr>
<td>1620</td>
<td>AP Music Theory</td>
<td>1 credit</td>
</tr>
</tbody>
</table>
1612 - Chorus  
Term - Year  
Grades - 9, 10, 11, 12

This class is the choral option for incoming freshmen and less experienced singers. Introductory skills are taught to support the study of an interesting and challenging repertoire. Students study, rehearse, and perform a wide variety of musical styles and periods. While performances and extra rehearsals are not mandatory, there are several performance opportunities throughout the year. This class (or audition and permission of the instructor) is a prerequisite for Vocal Ensembles, Men’s Chorus, Women’s Chorus, and Madrigal Singers ( auditioned).

1613 - Vocal Ensembles  
Term - Sem  
Grades - 10, 11, 12

The CVU Vocal Ensembles class is comprised of more experienced singers who are interested in pursuing their craft at an advanced level. Students are expected to have a solid working knowledge of the rudiments of music theory and singing technique. This group performs a varied repertoire throughout the year in a variety of settings. Performances and extra rehearsals are not mandatory. This class may be retaken for credit.

**Prerequisite(s)** - Chorus, or an audition and permission of the instructor

1631 - Men's Chorus  
Term - Sem  
Grades - 10, 11, 12

The CVU Men's Chorus is comprised of experienced singers who are interested in pursuing their craft at an advanced level. Challenging a cappella repertoire of all genres are studied, rehearsed, and performed throughout the year. Extra rehearsals and performances are optional. This class may be retaken for credit.

**Prerequisite(s)** - Chorus, or an audition and permission of the instructor

1632 - Women's Chorus  
Term – Sem  
Grades - 10, 11, 12

The CVU Women's Chorus is comprised of experienced singers who are interested in pursuing their craft at an advanced level. Challenging a cappella repertoire of all genres are studied, rehearsed, and performed throughout the year. Extra rehearsals and performances are optional. This class may be retaken for credit.

**Prerequisite(s)** - Chorus, or an audition and permission of the instructor

1633 - Concert Band  
Term - 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  Term - Year  Grades - 9, 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  Term - Year  Grades - 9, 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  Term - Sem  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!

1620 – AP Music Theory  Term – Year  Grades - 11, 12
(not offered 2019-2020)
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

1644 – Jazz Improvisation  Term – Year  Grades - 11, 12
This course will be an extension of the theory course currently offered. Students will apply what they've learned in previous music theory classes to learn (or improve) musical improvisation. This class will be entirely about listening and performing. Jazz and Blues will be the genres of focus.

Prerequisites – A course with basic music theory components, or comparable music theory skills.
1645 – Songwriting  Term – Year  Grades - 11, 12
This course will be an extension of the theory course currently offered. Students will apply what they’ve learned in either Basic Music Theory or AP Theory to learn (or improve) songwriting. We will spend only a bit of time on lyric composition; most of the work will be on musical components.

**Prerequisites** – Basic Music Theory or AP Music Theory, or comparable music theory skills, including chord theory.
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  Beginning Acting  .5 credit
1623  Advanced Acting  .5 credit
1622  Page to Stage  .5 credit

1508 - Public Speaking  Term - Sem  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 – Beginning Acting  Term - Sem  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 – Advanced Acting  Term - Sem  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 Term - Sem 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
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 Life/Team Sports .5 credit
1704 Advanced Fitness Exploration .5 credit

1702 - Personal Fitness Term - Sem 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.

1704 – Advanced Fitness Exploration Term - Sem 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. This course will be offered as an alternative to LTS for students who prefer a less competitive and less team oriented Wellness course. 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
1703 – Lifetime/Team Sports  Term - Sem  Grades - 10, 11, 12

In this course, students will gain the skills and knowledge needed to participate in a variety of sports and lifelong activities. 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.

Please Note: Students may choose to receive credit through interscholastic sports or outside activities in place of taking Life/Team Sports. 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 "sport" credit, 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.
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.

- **1950 - Driver Education** (Fall Semester)  Term – Sem  .5 credit
- **1951 - Driver Education** (Spring Semester)  Term – Sem  .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."

**Prerequisite(s)** - Students must have their Vermont Learner's Permit submitted to the Direction Center by 3/4/19 to be considered for summer Driver's Ed and by 4/1/19 for the following school year in order to secure enrollment. Students are placed in Driver’s Ed by birthday with the oldest students having priority. *There are three times that students will be added to these classes: Spring Scheduling, Fall Add/Drop and Winter Add/Drop. Late permits will be considered for Fall and Winter Add/Drops only.*

**ADDITIONAL INFORMATION**: All in-vehicle driving must be completed during a student's free block. All in-vehicle driving must be completed by the end of the semester.

**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.
Graduation Challenge

1900 Graduation Challenge Term-Year Grade - 12

This program provides CVU seniors with an opportunity to design their own learning experience in the topic area of their choice, thereby demonstrating that they have mastered essential learning skills. Students learn by doing an activity, researching the topic, and interviewing experts. The three phases in the program are completed in an established time frame. Each student selects a community member with expertise in the topic area who can guide them in their learning process. In addition, each student works with their CVU advisor throughout the program. Students state their intention in a letter and with a contract, complete at least 20 hours of community learning experience which may or may not result in a Tangible Product, and demonstrate their learning through a paper and presentation to a panel of faculty and community members. Grad Challenge is a requirement for graduating seniors.
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.

CVU provides, and is continuing to develop, a wide variety of ways to deliver programs (from traditional coursework to community-based learning) to enable different types of learners to achieve success in their education.

Extended Learning Opportunities include:

- NEXUS
- Online courses (through BYU, VTVLC and other sites)
- Independent Study
- Community Learning Programs (Buddy)
- College Study through Dual Enrollment and Early College
- Life (CVU alternative education program)
- CVU Summer Academy
- External P.E. credit
- Technical Center Programs (Center for Technology/Essex, Burlington Technical Center)

Students interested in pursuing any of these pathways will find more information and assistance from their counselors in the Direction Center.

NEXUS

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 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.
Nexus: Think Tank

Think Tank is a Nexus special topic learning experience that brings students to the center of their own educational innovation and progress. Students will explore the brain and learning, educational research, and current innovative educational systems and ideas, and then choose areas to study in depth. They will collaborate with teachers, leaders, and peers to design and implement action research projects that will have immediate and lasting effects on our school and district. Think Tank will be non-traditional with a flexible meeting schedule and transferable learning targets based on class and individual needs. Students may sign up for first semester or for a full year. Credits are negotiable based on personal choice and evidence of learning. Currently, most students who take the course for a year receive a half English credit and half elective credit.

ONLINE LEARNING

Students may earn CVU credit through approved 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 house 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 interested in learning about a topic outside of the classroom should see their house counselor or PLP coordinator for information about doing an independent study.

COMMUNITY LEARNING PROGRAMS

Buddy Program – .25 credit/semester

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 **Dual Enrollment Program** enables 11th and 12th grade students to access two tuition-free college-level courses during their high school career. 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. 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 as either a Pass or Fail (it will not impact the student’s CVU GPA). The actual grade will be recorded on the student’s college transcript. A one semester dual enrollment class earns a full credit at CVU.

In addition, **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.

**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 and. 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 house counselor or go to: [https://learn.uvm.edu/program/pre-college/academically-talented/](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. (Called VAST, this VTC program is for students with a strong interest and aptitude in science, math and technology.) For more information, please see your house counselor.
THE LIFE PROGRAM

The Life Program is an alternative educational program for students whose needs are not being met in the regular school program. Students master the skills and behaviors required for a CVU diploma through an individualized program of instruction.

In the Life Program, students earn a CVU diploma by completing weekly contracts that include all content areas. Semester portfolios assess student learning, and students have opportunities for employment, internships and summer credit. Interested students should speak to their house counselors about completing an application.

Students can earn up to 1.5 credits per quarter toward graduation if they successfully complete academic and attendance requirements. In addition, a six-week summer Life Program is a choice available to students who wish to gain an additional 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. Course descriptions may be found in the appropriate department section of this booklet for further information on these classes. The application is here: [https://sites.google.com/a/cssu.org/cvu-forms-and-information/](https://sites.google.com/a/cssu.org/cvu-forms-and-information/)

<table>
<thead>
<tr>
<th>Driver's Ed</th>
<th>Personal Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment &amp; Literature</td>
<td>Writing Summer Prose Workshop</td>
</tr>
<tr>
<td>Creative Writing: On the Trail</td>
<td>Online Writing Prose</td>
</tr>
</tbody>
</table>
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 can visit programs at each center to decide which one best meets their educational goals and needs.

<table>
<thead>
<tr>
<th>Burlington Technical Center</th>
<th>Center for Technology, Essex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2 day program</td>
<td>Full day program</td>
</tr>
<tr>
<td>Awards 3 credits per year</td>
<td>Awards 6 credits per year</td>
</tr>
<tr>
<td>Students can continue to take CVU courses when they are not at BTC.</td>
<td>Students can choose to take additional companion courses at CTE.</td>
</tr>
<tr>
<td>Pre-tech program is also available for 9th and 10th graders.</td>
<td>Pre-tech program is also available for 10th graders.</td>
</tr>
</tbody>
</table>

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](http://www.go-cte.org)
Burlington Technical Center: [http://burlingtontech.org](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 career 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 in order to be considered during the application process.

*Please see the next page for a full listing of course options*
## Technical Center Courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Credits</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Tech (grade 9 and 10)</td>
<td>1 Science + 2 Electives</td>
<td>Pre-Tech (grade 10)</td>
<td>1 Math + 1 Science + 1 Fine Art + 1 English + 1 PE + 1 Elective</td>
</tr>
<tr>
<td>Auto Body Repair 1</td>
<td>3 Elective</td>
<td>Automotive Technology</td>
<td>1 Math +1 Science/ +.5 Prac Ar +.5 Comp. Lit +/3 Electives</td>
</tr>
<tr>
<td>Auto Body Repair 2</td>
<td>2 Elective + 1 Science</td>
<td>Auto Science &amp; Tech 1</td>
<td>1 Math +1 Science/ +.5 Prac Ar +.5 Comp. Lit +/3 Electives</td>
</tr>
<tr>
<td>Auto Science &amp; Tech 2</td>
<td>2 Elective + 1 Science</td>
<td>Auto Science &amp; Tech 2</td>
<td>1 Math +1 Science/ +.5 Prac Ar +.5 Comp. Lit +/3 Electives</td>
</tr>
<tr>
<td>Aviation &amp; Aerospace Tech 1</td>
<td>3 Elective</td>
<td>Building Technology --Residential</td>
<td>1 Math +1 Science/ +.5 Prac Ar +.5 Electives</td>
</tr>
<tr>
<td>Aviation &amp; Aerospace Tech 2</td>
<td>1 +1 Sci + 1 Math</td>
<td>Childhood Ed. /Human Serv</td>
<td>1 English +1 Soc Studies + .5 Prac Arts + .5 Comp. Lit + 3 Electives</td>
</tr>
<tr>
<td>Programming, Website Development and Cybersecurity 1</td>
<td>2 Elective + 1 Math</td>
<td>Childhood Ed. /Human Serv 2</td>
<td>1 English +1 Soc Studies +4 Electives</td>
</tr>
<tr>
<td>Programming, Website Development and Cybersecurity 2</td>
<td>2 Elective + 1 Science</td>
<td>Computer Animation</td>
<td>1 English +1 Fine +.5 Prac Arts + .5 Comp. Lit + 3 Electives</td>
</tr>
<tr>
<td>Criminal Justice 1</td>
<td>3 Elective</td>
<td>Computer Animation 2</td>
<td>1 Science +1 English + 1 Fine Arts +3 Electives</td>
</tr>
<tr>
<td>Criminal Justice 2</td>
<td>2 Elect + 1 Social Studies</td>
<td>Computer Systems Technology</td>
<td>1 Math + Science +.5 Prac Art +.5 Comp. Lit + 3 Electives</td>
</tr>
<tr>
<td>Culinary/Prof Foods 1</td>
<td>3 Elective</td>
<td>Computer Systems Technology 2</td>
<td>1 Math +1 Science + 4 Electives</td>
</tr>
<tr>
<td>Culinary/Prof Foods 2</td>
<td>2 Elective + 1 Science</td>
<td>Cosmetology</td>
<td>1 English +1 Math + 1 Science + 3 Electives</td>
</tr>
<tr>
<td>Design &amp; Illustration 1</td>
<td>3 Elective</td>
<td>Cosmetology 2 Salon Management</td>
<td>1 English +1 Math + 1 Science + 3 Electives</td>
</tr>
<tr>
<td>Design &amp; Illustration 2</td>
<td>2 Elective + 1 Art</td>
<td>Dental Assisting</td>
<td>1 Math +1 Science +.5 Prac Art + 3.5 Electives</td>
</tr>
<tr>
<td>Digital Media Lab 1</td>
<td>3 Elective</td>
<td>Dental Assisting 2</td>
<td>1 Math +1 Science + 4 Electives</td>
</tr>
<tr>
<td>Digital Media Lab 2</td>
<td>2 Elective + 1 Science</td>
<td>Engineering/Arch Design—Technical Drafting</td>
<td>1 Math +1 Fine + .5 Prac Art + .5 Comp. Lit + 3 Electives</td>
</tr>
<tr>
<td>Human Services 1</td>
<td>2.5 Elective + 1 English</td>
<td>Engineering/Arch Design—Architectural Drafting 2</td>
<td>1 Math +1 Fine Art + 4 Electives</td>
</tr>
<tr>
<td>Human Services 2</td>
<td>1.5 Elective + 1 Social Studies +.5 English</td>
<td>Design &amp; Creative Media 1</td>
<td>1 Math + Fine Arts +1 English + .5 Prac Art + .5 Comp. Lit + 2 Electives</td>
</tr>
<tr>
<td>Program</td>
<td>Electives</td>
<td>Subjects</td>
<td>Electives</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
<td>-----------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Health Sciences Academy 1</td>
<td>2.5 Elective + .5 Social Studies</td>
<td>Design &amp; Creative Media 2</td>
<td>1 Math + 1 Fine Arts + + 4 Electives</td>
</tr>
<tr>
<td>Health Sciences Academy 2</td>
<td>2 Elective + 1 Science</td>
<td>Health Informatics</td>
<td>1 Math + 1 Science + 1 English + .5 Prac.Art + .5 Comp. Lit. + 2 Electives</td>
</tr>
<tr>
<td>Welding/Metal Fab. 1</td>
<td>3 Elective</td>
<td>Natural Resources- Forestry</td>
<td>1 Math + 1 Science + 1 Science + .5 /Prac Arts + 3.5 Electives</td>
</tr>
<tr>
<td>Welding/Metal Fab. 2</td>
<td>2 Elective + 1 Math</td>
<td>Natural Resources- Mechanical</td>
<td>1 Math + 1 Science + 1 Science + .5 /Prac Arts + 3.5 Electives</td>
</tr>
<tr>
<td>Pre-Tech Foundational</td>
<td>2 Elective + 1 Science</td>
<td>Professional Foods</td>
<td>1 Math + 1 Science + .5 Prac Arts + 3.5 Electives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Foods 2</td>
<td>1 Math + 1 Science + 4 Electives</td>
</tr>
</tbody>
</table>

*Please note: Students taking technical courses at The Center for Technology, Essex have the option of taking companion courses. Additional information is available in the Direction Center or online.*