

WINDSOR HIGH SCHOOL

2011/2012 Program of Studies

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Nondiscrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Act of 1972, and the rules and regulations promulgated by the Secretary of Education, it is the policy of Windsor High School District to not discriminate on the basis of sex, race, age, color, national origin, disability, marital status, sexual orientation, religion or creed in all matters related to the operating of and the programs offered by the School District of Windsor, Vermont

April 2011

Dear Students:

This Program of Studies is designed to acquaint you with the courses and programs available at Windsor High School. You and your parents are urged to examine this booklet carefully and thoroughly, for you are about to make important decisions about your future. Whether your goal is college, technical school, the military, or the world of work, you should make choices now that will best prepare you for that goal.

As you consider the number of courses available to you, be sure to give special consideration to graduation requirements and recommended programs. If you are going to be a senior this year, it is especially important that you make certain you have enough credits to graduate and meet all graduation course requirements, including 30 hours of community service. Be sure that you have a senior year schedule that is full and academically strong. All students should discuss their academic plans and goals with their parents and teachers. To further assist you in this decision-making process, your school counselor is available to meet with you to discuss your program. We encourage all students to meet at least annually with their counselor. Parents are encouraged to play an active role and work with their child and the counselor throughout his/her high school career.

We encourage you to choose carefully, wisely and responsibly. Please be guided by accurate college and job requirements as you make course selections which are realistic for you.

Sincerely,

Tim Hebert
School Counselor

WINDSOR SCHOOL DISTRICT MISSION STATEMENT

“The Windsor School District is committed to educating each student to his/her full potential. We believe that a safe and positive environment is essential and that it be defined by mutual respect and an appreciation of diverse ideas.

Collaboration with the community, parent involvement, and effective communication are hallmarks of our school and guide school development.

Our decisions are based upon a vision of high academic achievement. We understand the importance of education for the future and recognize that each of us should be a lifelong learner.”

Please note: the following academic, civic and social expectations were developed by staff during the 2005-2006 school year and were adopted by the School Board during the spring of 2007. Such expectations form the basis for assessment of student progress using school-wide rubrics that have been developed for each of the academic expectations. Indicators of the social and civic expectations are currently under development.

Students at Windsor High School will:

Academic Expectations:

- Read, write and speak effectively;
- Use a variety of technology and informational resources to gather, synthesize, and analyze data;
- Use a variety of problem solving strategies which rely on mathematical reasoning, computation, abstract thinking, and applied problem solving;
- Create, explore and develop a knowledge of the arts;
- Understand and successfully apply “life skills” to assist in daily living.

Social Expectations:

- Assume responsibility for one’s own behaviors;
- Understand the importance of maintaining a healthy lifestyle;
- Demonstrate the ability to successfully collaborate.

Civic Expectations:

- Contribute to the well-being and welfare of oneself and others within the school and the broader school community;
- Understand the role of education in a democratic society;
- Gain exposure, respect for, and an understanding of diverse cultures and personal beliefs.

GENERAL INFORMATION

SOUTHEAST VERMONT SCHOOL CHOICE

In accordance with Vermont Act 150 the Windsor School District, grades 9-12, is a participant in the Southeast Vermont Public School Choice Collaboration. Applications and information may be requested from the main office. Applications are due prior to February 14 for the following year with acceptance notification made prior to April 1.

GRADUATION REQUIREMENTS

In order to receive a Windsor High School Diploma, students must earn a total of 24 credits. In addition, students must complete 30 hours of community service. The following credits of study are required:

ENGLISH	4 (English 9 or Honors English 9 AND American Literature or Honors American Literature are graduation requirements)
SOCIAL STUDIES	3 (includes 1 credit of Civics and 1 credit of U.S. History as graduation requirements)
MATHEMATICS	3
SCIENCE	3 (Earth Science, Biology, and Physical Science are graduation requirements)
PHYSICAL EDUCATION	2 (See Physical Education Course Description for new requirements starting in 2011/12)
FINE ARTS	1
21 st CENTURY SKILLS	.5 (starting with the Class of 2015)
HEALTHY INDEPENDENT LIVING	.5

Remaining credits will reflect the individual student's abilities, interests, and future plans.

PROMOTION REQUIREMENTS

A student's class standing is determined by the number of credits that the student has earned. The number of credits required for grade level promotion is as follows:

- to grade 10 5 credits
- to grade 11 11 credits
- to grade 12 18 credits

Students may be placed in the next class without the full number of credits with the approval of the guidance counselor and the principal. Under no circumstances will a student be placed in the senior class unless the student can schedule the courses necessary to graduate.

MINIMUM COURSE LOAD

All students in grades 9 through 12 are expected to take six credits over the school year. A course load less than this amount must be approved by the student's guidance counselor and principal.

SUGGESTED SEQUENCE OF COURSES

The selection of courses at Windsor High School is designed to provide students with choice and flexibility. The suggested sequence of offerings (pages 9-10) provides the opportunity to develop and expand skills (particularly during a student's freshman and sophomore years) while still providing the opportunity to choose among "honors" and "non-honors" courses (based upon academic achievement). We recognize the importance of continual academic growth and understand that many students have not yet chosen a career or life path and indeed will begin making these critical decisions during their junior and senior years.

PREREQUISITES FOR COURSES

Some courses require that students satisfactorily complete another course or have the recommendation of the guidance counselor and/or teacher. The Principal uses these recommendations, in conjunction with academic and behavior considerations, to either place, or not place, the student in the requested class. As part of this consideration, prerequisites may be waived.

HONORS COURSES

A few courses are offered as "Honors" classes. Such a distinction recognizes that students are interested in exploring topics in greater detail and at a depth that requires a faster pace and often a greater workload. Students are able to choose among honors and non-honors classes based upon academic need, as approved by our guidance counselors. Some courses also have an imbedded "Honors" option in which students agreed to work to a higher standard and complete additional challenging assignments, but a separate stand-alone course does not meet. This option exists primarily on social studies and science courses.

ADVANCED PLACEMENT COURSES

Courses in addition to those taught directly at Windsor include Advanced Placement (AP) courses offered through our “Virtual High School”(VHS). Such classes are taught using computer-based technology, which allows the students to work independently, at their own pace, as they interact electronically with the instructor. Upon completion of a VHS AP course, students are expected to take the corresponding AP exam, which may then provide students with college credit.

VIRTUAL HIGH SCHOOL

The Virtual High School Program is a nationwide consortium of schools offering online courses in a variety of areas. There are over 150 courses available including elective, Advanced Placement, and International Baccalaureate courses. Log in at www.govhs.org for more complete information and course descriptions. The program is a wonderful opportunity to expand your horizons. Please see your Guidance Counselor for the complete list of offerings. Note: Windsor High School has FIVE VHS seats available each semester. Seniors will have priority.

DARTMOUTH COLLEGE COURSES

Under Dartmouth College’s Special Community Student Program, Windsor High School students in grade 12 may enroll in a Dartmouth College course free of charge. This is a valuable opportunity for students to explore and potentially receive credit for college coursework once they have exhausted the course offerings at Windsor. Classes are available in various areas, including mathematics, sciences and world language. The criteria and contract for involvement are available in the Guidance Office. Students interested in pursuing this opportunity should consult with their guidance counselor or principal.

INDEPENDENT STUDY

Students may arrange an independent study to pursue an area of particular need or interest not addressed in the regular program of study. Independent study can be arranged in any department, but students must have the permission of the teacher, principal, and school counselor at least five days prior to the school semester.

ASSESSMENT, REPORT CARDS AND GRADING

The Windsor School District has adopted a multiyear assessment plan which articulates the development of ongoing (formative) and summary (summative) assessments. Teachers use such assessments to monitor and summarize student learning and further guide classroom instruction. Within the high school, specific school-wide rubrics have also been adopted for each of the academic expectations articulated in the school’s mission statement. Within core content areas, these rubrics track the achievement of individual students in meeting mission goals. The school has also adopted indicators to determine the extent to which the civic and social expectations have been met. The use of rubrics, as well as other formal and informal assessments, are more specifically addressed within course descriptions and are also provided as part of class assignments.

Report cards are distributed on a quarterly basis. The grading system is:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

W Withdrawn from class	WP Passing at time of withdrawal
WF Failing at time of withdrawal	M Medical Excuse
P Passing	I Incomplete

Teachers use comments to provide additional information about the student's performance, effort, and behavior in the class. Students have two (2) weeks from the close of each grading period to complete any work when an Incomplete (I) has been assigned as the grade. Students will not be given partial credit for any course not completed. All courses must be fully completed with a passing grade in order for the student to receive credit.

POWERSCHOOL

All parents can have access to their students' grades through our online grading system "PowerSchool." Parents who have not yet done so may obtain a password and instructions from the principal's secretary, which will allow them to view their students' grades online at any time. All parents are strongly encouraged to view their students' grades regularly in order to keep current on their students' progress. Because we are strongly encouraging parents to utilize PowerSchool, Progress Reports, which traditionally have been provided to parents between marking periods, will no longer be printed and sent home. If a parent does not have access to a computer and is not able to view their students' grades online, we will send a progress report home upon written request from the parent. This request should be given to the Guidance Secretary.

SCHEDULE CHANGES, CLASS LISTS

Once the semester has begun, students will be allowed to make a schedule change only if one of the following conditions exists:

1. There is an error in the schedule received by the student the first day of school.
2. The student's career plans have changed.
3. There is an extenuating circumstance.

A request for a schedule change must be approved by the school counselor.

CAREER AND COLLEGE PLANNING

When selecting from the courses outlined in this Program of Studies, parents and students should consider individual needs regarding skill level, interests, and plans following graduation. It is important to understand that the freshman and sophomore years are considered a time of continued skill building, practice, and exploration. To accommodate these various needs, the sequencing of core courses within math, science, and English allows students flexibility in choosing various combinations of "general" and "honors" coursework.

It is also important to recognize that continued education after graduation takes many forms, including military training, technical college, community college, various specialty programs, state and private colleges, or universities. Within each of these, admission requirements vary, as they also do within a particular program or among colleges. Some schools or programs are more competitive than others, and their entrance requirements reflect this. As students' post-graduation plans emerge, they are encouraged to research the specific requirements or profile of the school they hope to attend. The minimum admissions requirements for most colleges are:

	BASIC <i>(minimum)</i>	SELECTIVE	HIGHLY SELECTIVE
English	4 credits	4 credits	(Coursework includes honors classes in English, science, math, including: physics, chemistry, calculus, and advanced placement courses)
Science	3 credits	4 credits	
Math	3 credits	4 credits	
Social Studies	3 credits	3 credits	
World Language	2 credits	3 credits	

Students should realize that these are only approximate guidelines. For certain colleges or certain college majors, additional years of study in one or more of the above subject areas will be required.

Students who are unsure of their plans or who wish to enter the work force after graduation, should consider selecting courses that allow them to focus on the knowledge and skills needed for a particular job or on coursework that will broaden their skills for a variety of employment possibilities

STUDENT SUPPORT SERVICES

Windsor High School provides students with a wide range of developmental and counseling services, which includes assistance in class scheduling, career awareness, the college application process, job and vocational placement assistance, personal issues, crisis intervention and resolution.

Outside of the regular classroom setting, teachers provide academic support to students before and after school on an as needed basis. Further, teachers assist students during their prep time as situations arise.

Special educators and special education paraprofessionals provide students with direct academic support within regular education classes by assisting and designing differentiated instruction to student or groups of students in conjunction with the classroom teacher. Special educators and special education paraprofessionals provide direct instruction to students outside of the regular education classroom as mandated by Individual Education Plans. This individualized and small group instruction helps students develop the prerequisite skills they need to be successful in their regular education classes. Pre-teaching and re-teaching concepts, authentic assessment, and study guides are some of the work that special educators teach students.

Windsor High School has an Educational Support Team (EST) made up of classroom teachers, a guidance counselor, the school nurse, special educators, and a member of the administration. The purpose of the team is to assist teachers in providing support services and accommodations to students in need of classroom support. Teachers and other school personnel may refer a student to the EST.

SEQUENCE OF OFFERINGS BY YEAR

The following **EXAMPLES** are provided to assist you in developing your four-year high school program. Again, keep in mind that the exact courses listed will not apply to every student within a particular program. All course offerings are subject to sufficient enrollment and subject to change by the administration.

Grade 9: (Total of 6 credits required)

- English 9 or Honors English 9
- Pre-Algebra, Algebra I or Geometry
- Earth Science/Honors Earth Science
- Social Studies: Civics
- 21st Century Skills
- Physical Education
- Elective: i.e. World Language (highly recommended), Fine Arts, Technology Education
- Community Service (completed outside of the regular school day-requirement for graduation)

Grade 10: (Total of 6 credits required)

- American Literature or Honors American Literature and other English Course
- Geometry Essentials, Geometry, or Algebra II
- Biology/Honors Biology
- Physical Education
- Elective: i.e. World Language (highly recommended), Fine Arts, Technology Education
- Elective: Social Studies

Grade 11: (Total of 6 credits required)

- English (minimum of 1 credit)
- Algebra II, Personal Finance and Topics in Math, Statistics, or Trigonometry and/or Calculus
- Physical Science
- Social Studies: U.S. History
- Healthy Independent Living
- Elective

- **Grade 12:**

- English (minimum of 1 credit)
- Statistics, Trigonometry and/or Calculus
- Chemistry, Physics or Forensic Science
- Healthy Independent Living (if not taken in Grade 11)
- Elective: Fine Arts, Social Studies, and/or Science
- Elective

DEPARTMENTAL COURSE OFFERINGS

ENGLISH



Overview

The English program at Windsor High School begins with a survey of literary genres and leads to a wide range of offerings exploring the myriad uses of language and communication in and beyond high school. Students will explore the discipline through lecture, readings, and discussion. Depth of understanding will be achieved through frequent reading and writing, complemented by reflection on the writing process.

Our curriculum is aligned with the *Vermont Framework of Standards and Learning Opportunities* and the related *Grade Expectations*, as well as with the new Common Core State Standards. The English curriculum also supports the Windsor High School Mission statement and related academic, civic, and social expectations. Particular attention is paid to the academic expectation that “Students will read, write, and speak effectively.”

Requirements for Graduation

The English program in grades nine through twelve provides course offerings which stress the Vermont Standards and the Grade Expectations in reading, writing, listening, and speaking, as well as critical-thinking skills. Students are required to earn four English credits for graduation.

Because English courses are mostly devoted to skills rather than to specific content, Windsor High School uses a distribution model for English studies. Each student takes freshman English, in which concepts and content specific to the study of literature are explored and established; in subsequent years, each student chooses from a variety of courses according to interest and rigor. In these later courses, students deepen their understanding of fundamental content and begin exploration of more sophisticated literary concepts. Our wide range of topics will expose students to a variety of writers, genres, and time periods.

Course Distribution and Placement

This course distribution model involves required courses at the freshman level and a menu of choices thereafter. These choices are made with parent and counselor input and with teacher approval; performance in coursework and testing results are also factors.

Distribution Requirements

- There are two categories of English courses: literature and writing. After satisfactory completion of freshman English, each student will take three years of half-year, half-credit courses. (Except for freshman English, all courses in English are half-year, half-credit courses.)

- No more than two of the half-credit courses taken for core credit after freshman year may be writing courses. Schedule permitting, students can, of course, take English courses as electives, so a student who enjoys writing can gain more instruction and practice in that skill.
- Each student must take American Literature as one of his/her half-year courses. To serve each student's needs, this course will be offered in two forms (like freshman English). Students may take this course any time after successful completion of freshman English—they do not have to take it in their sophomore year.
- *Please note:* A course is closed to anyone who has already earned credit for that course. (Example: If you've already passed American Literature or Power and Media, you may not take it again.)
- *Please note:* A student who has already successfully completed a course that is an elective under the 2010–2011 system cannot convert that credit to a core credit under the new system in order to complete his/her requirements early. (So if a student has credit for Creative Writing or Film, that credit cannot be used as one of his/her English credits. Such a credit will, of course, still count toward graduation.)

Year One

- Each student takes freshman English as a full-year course. This is a genre survey, serving as the foundation (skills and concepts) for English studies at Windsor High School.
- The course is split into two semesters, and students shift to a new teacher at the beginning of the second semester.
- Freshman English comes in two forms: English 9 and Honors English 9.
- Placement is determined by NECAP scores: a 1 or 2 on reading NECAP puts a student in English 9; a combined score (reading and writing) of 4, 5, or 6 puts a student in English 9; a combined score of 7 or 8 puts a student in Honors English 9.
- Information Literacy is a ½ credit course that is required for all 9th graders. This course will better enable the student to access and use the computer hardware and programs available at Windsor High School.

Years Two to Four

- After freshman year, *if* students have successfully completed freshman English, students take half-year, half-credit courses selected with teacher approval.
- At some point during these three years, each student must successfully complete American Literature. This is a graduation requirement.
- At the end of freshman year, some students will need to take Composition I to improve their writing skills before moving deeper into English studies. This placement will be determined by teacher evaluation and MAP testing results during freshman year.
- Teacher approval of course selection is based on performance. Students must prove their ability to deal with rigorous content. In order to move to a more rigorous course, a student must achieve at least a B- in a given course. (This means that even within a year, the student must maintain that average.)

Course Selections

Rigor level for English courses at Windsor High School is determined by three characteristics: amount of reading, complexity of reading, and amount of writing. This chart shows all the course offerings for the 2011-2012 school year. Underneath the chart is a key explaining the terms used in each category. You should determine course choices according to interest and through discussions with your current English teacher and your guidance counselor, with input from your parents. *REMEMBER*: A course is closed to anyone who has already earned credit for the course. (Example: If you've already passed American Literature or Power and Media, you may not take it again.)

Course Title	Amount of Reading	Complexity of Reading	Amount of Writing
American Literature	Moderate	Light	Heavy
American Literature Honors	Heavy	Moderate	Heavy
British Literature	Moderate	Heavy	Moderate
Children's Literature	Light	Light	Moderate
Comedy in Literature	Moderate	Moderate	Heavy
Composition 1	Light	Light	Heavy
Creative Writing	Light	Light	Heavy
Drama	Moderate	Moderate	Moderate
English 9	Moderate	Light	Heavy
English 9 Honors	Heavy	Moderate	Heavy
Film	Light	Moderate	Moderate
Harlem Renaissance (African-American Literature)	Moderate	Moderate	Moderate
Journalism	Light	Moderate	Heavy
Literature of Colonialism	Heavy	Heavy	Heavy
Power and Media	Light	Moderate	Moderate
Science Fiction	Heavy	Moderate	Heavy
Sports in Literature	Light	Light	Moderate
Women's Literature	Moderate	Moderate	Moderate
World Literature	Moderate	Moderate	Moderate

Amount of Reading

Heavy: 20-30 pages per night
 Moderate: 10-20 pages per night
 Light: 0-10 pages per night

Complexity of Reading

*Refers to sentence structure, vocabulary, and ideas.

Heavy: primarily college-level reading
 Moderate: primarily high school level reading
 Light: primarily young adult literature

Amount of Writing (for the course)

Heavy: 4–6 formal essays and/or shorter writing on a daily basis
Moderate: 2–3 formal essays and/or shorter writing 2–3 times/week

Course Descriptions

6310 Information Literacy

½ credit

Required for all freshmen starting with the Class of 2015

The semester long course for 9th graders will provide a baseline of computer literacy skills and “21st century competencies.” In this course, students will be taught about the proper care and use of computer hardware, appropriate etiquette, and numerous technology skills. Instruction will be differentiated based on pre-assessments and self-based acquisition of content. Students will have some choices about projects and assignments and will have a real global audience for their work. Online collaboration among students in the course will be an important part of this class. Students will create multimedia artifacts and will engage in teaching others through the use of Web 2.0 tools. In addition to a cross curricular project, students will produce artifacts that will become an integral part of their other courses.

1300 English 9

1 credit

Grade 9

Placement: 1 or 2 on reading NECAP; combined score (reading and writing) of 4, 5, or 6

English 9 is a foundation course for studies in English at Windsor High School. This course is designed for those who need practice and instruction in reading, writing, and speaking skills. Fiction studies will focus on genres—poetry, short stories, drama, and novels—with works ranging from classic to contemporary. Nonfiction studies will address diversity through social and cultural readings representing a variety of time periods and cultures. Students will read, write, research, and present their responses and explorations of themes in various genres and formats. Student-centered and cooperative learning are core methods of this course.

1310 Honors English 9

1 credit

Grade 9

Placement: a combined NECAP score (reading and writing) of 7 or 8

Honors English 9 is designed for students who have demonstrated high-quality performance in their middle school programs. Students will review and develop skills in grammar, spelling, vocabulary, writing, and speaking. The focus in literature is the study of genre—poetry, essays, short stories, drama, and novels—and the beginning of literary analysis through reading, writing, and discussion. Texts include a Shakespeare play, *Great Expectations*, *Of Mice and Men*, and *Lord of the Flies*. Students will read, write, research, and present their responses and explorations of themes in various genres and formats. Student-centered and cooperative learning are core methods of this course.

1600 American Literature**½ credit****Grades 10–12****Prerequisite: Credit for English 9**

American Literature focuses upon the American tradition in literature, the study of which is a requirement of the Vermont Standards. Among the authors included in the course are Laurie Halse Anderson, Robert Cormier, Chris Crutcher, Walter Dean Myers, and Edgar Allan Poe. Students will write personal essays and essays connected to the literary works studied in the course. They will make connections between literature and other forms of expression (music, theater, and film).

1610 Honors American Literature**½ credit****Grades 10–12****Prerequisite: B- for English 9 or credit for Honors English 9**

Honors American Literature focuses on central themes in the American literary tradition, the study of which is a requirement of the Vermont Standards. Students read additional material to supplement course work and to gain a deeper appreciation of literary themes. The course also involves extensive writing assignments. Students will write personal, analytical, and narrative essays. They will explore American music, drama, and film as complementary experiences. Featured authors will include F. Scott Fitzgerald, Nathaniel Hawthorne, Harper Lee, Herman Melville, Edgar Allan Poe, and Mark Twain.

1565 British Literature**½ credit**

This course is a survey of British Literature from the 1600s to the twentieth century. We will read poetry, essays, novels, and plays, and discuss these in the context of the intellectual and historical periods in which they were written. Featured authors will include the Romantic poets, Jane Austen, Charlotte Brontë, James Joyce, William Shakespeare, and Oscar Wilde. Requirements will include quizzes and tests, frequent short essays in response to the literature, and extensive class participation.

1450 Children’s Literature**½ credit**

This course is a survey of children’s literature, from ancient texts to contemporary. Picture books, traditional literature, poetry, historical fiction, realistic fiction, fantasy, myths, and nonfiction will be studied. Students will explore what constitutes “children’s literature,” the effects of books on children’s lives, and how best to present those books. Group theatrical, artistic and musical presentations to elementary classes illustrating the various genres are a major component of the course.

1540 Comedy in Literature**½ credit**

The study of literature often focuses on tragic or sad works. Great texts, however, can also be found in the comic tradition. Comedy in Literature explores comedy from the ancient Greeks to the present. Works by such writers as Aristophanes, William Shakespeare, Jonathan Swift, Molière, Mark Twain, S.J. Perelman, and Woody Allen will be studied. Students will delve into the mechanics of humor and what makes something funny.

1430 Composition I**½ credit**

Composition I is a remedial writing course, required for students who need to improve their writing skills before moving further into their English studies. Placement in Composition I will be determined by teacher evaluation and MAP testing results during freshman year. In this course, students will focus on the basics of writing, including sentence and paragraph development, as well as constructed responses and essays in a variety of genres. Proper punctuation, usage, and grammar will be stressed.

1410 Creative Writing**½ credit**

Creative Writing introduces students to the writing of the short story, poetry, drama, and the novel. Using the workshop structure, students will engage in creative writing exercises, peer editing, and publication opportunities. It is an expectation of the course that students will share their work with each other and sometimes with a wider audience.

1560 Drama**½ credit**

This course will explore the development of drama from ancient Greece to today. We will read plays that raise important questions about human nature and human society, and which have contributed to shaping the Western tradition. We will read complete plays as well as excerpts. Authors include Hansberry, Ibsen, Kushner, Moliere, Shakespeare, and Sophocles. Requirements will include quizzes and tests, frequent short essays in response to the readings, and lots of class participation, including impromptu in-class performances of important scenes.

1550 Film**½ credit**

Many of our best stories come from the movies; many of our best stories have been adapted into movies. In this course, students will explore the language of film (camera techniques, editing, lighting, etc.) through viewing, writing, analysis, and production. Students will view and critique motion pictures dating from the silent era to the present, focusing on genre conventions, important directors and actors, camera and editing techniques, and the effect of each time period on the films it produced. The course culminates in individual immersion in the work of select directors. Other assignments include viewing questions, scene analyses, individual film analyses, review-writing, essays, storyboarding, and research projects.

1590 Harlem Renaissance**½ credit**

This course will feature literary and historical studies in an examination of the experience of African Americans primarily during the twentieth century. Students will start by looking at writings of prominent African American intellectuals during the early part of the century, then will move on to examine the literature written during that time. Pupils will explore the influence of the Harlem Renaissance and how it shaped African American writers later in the century. Students will read works by African American writers from the mid to late twentieth century, and will delve into art and music from throughout the century.

1250 Journalism**½ credit**

This course is an introduction to the field of journalism. Students will gain practical experience in reporting, news writing, and editing for print, radio, and television. We will examine the history and conventions of print, radio, and television news in America and around the world, as well as the role of professional ethics in news making. Public speaking

skills will play a major role in all studies, and students will visit radio stations, television stations, and newspaper offices in the area.

1570 Literature of Colonialism

½ credit

The Age of Colonialism—when European powers were exploiting “unknown lands” across the world, especially in Africa, the Americas, and Asia—exposed much regarding what humans are capable of. In literature, European writers explored relevant issues from their perspective and native writers were sometimes able to explore the effects of colonialism on their own lands and people. As colonies have become independent nations, literature has sometimes flourished and previously unheard perspectives have been shared. In this course, we will explore perspectives from both the colonizers and the colonized. Each unit will consist of historical investigation into the time, the actions of the colonizer and the colonized, and the impact on literature; we will then read texts representing multiple perspectives and helping us to delve into the nature and impacts of colonialism during the time period and up to the present.

1415 Power and Media

½ credit

The values and beliefs of a culture are revealed through the media it creates and consumes. Media is everywhere in our world, from television and film to the Internet and radio/sound recordings. Its impacts are both obvious and subtle. Our stories help define our realities, shaping the ways we think, feel, and act. Of course, stories come in many forms—fiction on TV and in film, documentaries, news, advertising, and political propaganda. In Power and Media, students will cut through the clutter to understand the tricks that media makers, advertisers, and politicians use in creating their messages. Via an interdisciplinary approach, we will consume media with a skeptical eye and ear, then analyze its impact through writing, discussion, and student-driven media projects. We will also explore the history of media, theories and effects of mass communication, media freedom, and ethics.

1440 Science Fiction

½ credit

Science Fiction is a study of the important writers in the genre, including Pierre Boulle, Arthur C. Clarke, Philip K. Dick, Ursula Le Guin, and H.G. Wells. The course focuses on what science fiction and imaginative literature can tell us about the times that produced them and changing ideas about important social concepts such as heroes, honor, and good and evil.

1580 Sports in Literature

½ credit

This course will focus on the impact of sports in American culture. Readings will include popular novels from different sports, non-fiction writing from prominent sports writers, biographies, and poems. Students will also be exposed to film and music inspired by sports. Students will examine why sports have become such a significant part of our culture, why rivalries become so seemingly significant, and the ways in which we—as a culture and as individuals—are influenced by sport.

1585 Women’s Literature

½ credit

This course will focus on the poetry, short stories, and novels of notable female authors, mostly from the nineteenth and early twentieth centuries. Students will examine the perspective that women writers brought to literature, as well as strong female characters and the way they are presented and perceived. They will also explore common themes that arise in women’s literature.

575 World Literature

½ credit

Literature—art in all its forms—benefits from cross-pollination, from stories shared and borrowed across the globe. And sometimes literature is our best avenue for exploring cultures that are not our own. In this course, students will gain exposure to a wide range of stories from countries other than our own. Attention will be paid to the time and culture that each work comes from and how that influences the themes of the work. We will also seek connections (in theme and subject matter) across these different cultures.

SCIENCE



Overview

Windsor High School’s science curriculum is aligned with the Vermont Framework of Standards and Learning Opportunities and the related Science Grade Expectations. The science curriculum supports the Windsor High School Mission statement and related Academic, Civic, and Social Expectations. Particular attention is focused on the following academic expectations:

Students will read, write, and speak effectively.

Students will use a variety of technology and informational resources to gather, synthesize and analyze data.

Students understand and successfully apply an inquiry-based process to construct new understandings, draw conclusions and gain new knowledge.

Requirements for Graduation

3 Credits Required (Earth Science, Biology, Physical Science)

Typical Course Sequence

Grade 9: Earth Science/Honors Earth Science

Grade 10: Biology/Honors Biology

Grade 11: Physical Science/Honors Physical Science

Grade 12: Science Electives (Chemistry/Physics/Forensics)

Course Descriptions

2300 Earth Science

1 science credit

Grade 9

Prerequisite: None

Earth Science is the science class for freshmen at Windsor High School. The course presents an overview of geology, astronomy, and ecology as they impact our universe, the earth's internal processes, and the makeup of the natural world. Included are a study of the earth's air, water, and physical processes as they shape the physical world. Science as inquiry will be a year-long theme. This course meets Grade Expectations S9-12: 1-8,34-37, 44-49.

2305 Honors Earth Science **1 science credit**
Grade 9

Prerequisites: Successful completion (B or better) of middle school sciences courses

Honors sections are integrated into Earth Science classes. Honors students are challenged with additional content and projects, including Science Fair.

2400 Biology **1 science credit**
Grade 10

Prerequisite: Successful completion (credit) of Earth Science

Biology is designed to offer students a broad understanding of the role biology plays in their lives. Topics include cells, some basic biochemistry, classification, and the human body. Scientific inquiry, genetics, and evolution are the themes that form the framework of the course. This course meets Grade Expectations S9-12:1-8,30-35,38-43.

2410 Honors Biology **1 science credit**
Grades 10

Prerequisite: Successful completion (B or better) of Earth Science

Honors sections are integrated into Biology classes. Honors students are challenged with additional content and projects, including Science Fair.

2510 Physical Science **1 science credit**
Grade 11

Prerequisites: Successful completion (credit) of Pre-Algebra and Biology

Physical Science offers a conceptual approach to basic chemistry and physics concepts. The coursework focuses on applying these concepts to everyday experiences and has a strong inquiry focus. This course addresses Vermont Grade Expectations in Inquiry and Physical Science (GE S9-12:1-27) and includes the topics Force and Motion, Electricity & Magnetism, Properties of Matter, Atoms and the Periodic Table, Compounds, Chemical Reactions, and Waves, Sound & Light.

2520 Honors Physical Science **1 science credit**
Grade 11

Prerequisite: Successful completion (B or better) of Biology

Honors sections are integrated into Physical Science classes. Honors students are challenged with additional content and projects, including Science Fair.

2600 Chemistry **½ elective credit**
Grade 12

Prerequisites: Successful completion (B or better) of Algebra I and Physical Science

Chemistry offers a detailed examination of traditional chemistry topics designed for students interested in a science or health related career. The coursework is math-based with a strong

inquiry focus. This course addresses the content assessed on the Chemistry SAT subject test. Topics include the Structure of Matter (atomic structure, molecular structure, and bonding), States of Matter (Solids, Liquids, Gases, and Solutions), Reaction Types (Acid-Base, Oxidation-Reduction, and Precipitation), Stoichiometry, Equilibrium and Reaction Rates, and Thermochemistry.

2650 Physics

½ elective credit

Grade 12

Prerequisites: Successful completion (B or better) of Geometry and Physical Science

Physics is designed to prepare students who are considering a career in science or engineering. The course will be math-based and will address the content on the Physics SAT subject test. Topics will include Mechanics (Kinematics, Dynamics, Energy & Momentum, Circular Motion, Simple Harmonics, and Gravity), Electricity & Magnetism (Electric Fields, Forces, & Potential, Capacitance, Circuits, and Magnetism), Waves & Optics (Wave Properties, Reflection & Refraction, Ray Optics, and Physical Optics), Heat & Thermodynamics (Thermal Properties, and the Law of Thermodynamics), and Modern Physics (Quantum Phenomena, Nuclear & Particle Physics, and Relativity).

2745 Forensic Science

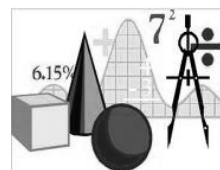
½ elective credit

Grade 12

Prerequisite: Successful completion (credit) of Physical Science

Forensic Science introduces students to the scientific techniques used in crime scene investigation. Students will learn the scientific and problem-solving skills used to gather and analyze physical and biological evidence from a crime scene. The topics include processing a crime scene, prints and impressions, analysis of trace evidence (hair, fiber, and glass), and biological evidence (toxicology, blood, DNA, and forensic anthropology).

MATHEMATICS



Overview

Windsor High School's math curriculum is aligned with the Vermont Framework of Standards and Learning Opportunities and the Grade Expectations. The mathematics curriculum also supports the Windsor High School Mission statement and related Academic, Civic, and Social Expectations. Particular attention is focused on the following academic expectations:

Students will use a variety of problem solving strategies, which rely on mathematical reasoning, computation, abstract thinking, and applied problem solving.

Requirements for Graduation:

3 Credits Required

Typical Course Sequence:

Grade 9: Pre-Algebra or Algebra I (Remedial Math may be required)

Grade 10: Geometry Essentials or Geometry

Grade 11: Algebra I or Algebra II or Math Electives (Statistics/Topics in Math/Personal Finance)

Graded 12: Trigonometry or Calculus or Math Electives (Statistics/Topics in Math/Personal Finance)

Course Descriptions

3390 Remedial Math

1 elective credit

Grades 9

Prerequisite: None

This course is designed to ensure students have a strong foundation in the basic operations of arithmetic including addition, subtraction, multiplication, and division using whole numbers, integers, fractions, percents, and decimals. The lessons will go beyond the topics of arithmetic to develop foundational understanding of geometry, measurement, algebra, number, and scale and graph reading. For all of these topics, time will be spent on word problem interpretation.

3419 Pre-Algebra

1 math credit

Grade 9

Prerequisites: Successful completion (credit) of middle school math courses

Pre-Algebra is an entry-level math course designed for ninth graders who are not yet ready for Algebra I. The mathematical content includes data collection, presentation and interpretation, introductions to linear and quadratic equations, the meaning and solution of systems of simultaneous equations, and the concept of similarity and proportionality.

3415 Algebra I

1 math credit

Grades 9 - 12

Prerequisites: Successful completion (B or better) of middle school math courses or successful completion (credit) of Pre-Algebra

Algebra I is designed for students planning to continue their education beyond high school. The mathematical content includes a study of linear relationships (linear functions, their graphs, and systems of linear equations), exponential and quadratic relationships, and statistics and probability.

3505 Geometry Essentials

1 math credit

Grades 10

Prerequisites: Successful completion (credit) of Pre-Algebra

This course is designed to provide 10th graders with an overview of basic geometry

concepts. The TI-83 Graphing Calculator and Geometer's Sketchpad technologies are used during the course. Content includes inductive reasoning, geometric language and terms, constructions, triangle properties and relationships, congruence, circles, transformations and tessellations, area, Pythagorean theorem, volume, similarity, trigonometry, and statistics (theoretical, experimental, and geometric probability, fundamental counting principle).

3416 Geometry

1 math credit

Grade 10

Prerequisites: Successful completion (B or better) of Algebra I

This course is designed for 10th graders planning to continue their education beyond high school and builds on the algebraic concepts taught in Algebra I. The TI-83 Graphing Calculator and Geometer's Sketchpad technologies are used during the course. Content includes inductive reasoning, geometric language and terms, constructions, triangle properties and relationships, congruence, circles, transformations and tessellations, area, Pythagorean Theorem, volume, similarity, trigonometry, deductive reasoning, and statistics: theoretical, experimental, and geometric probability, fundamental counting principle.

3715 Statistics

½ math credit

Grades 11 - 12

Prerequisites: Successful completion (credit) of Geometry or Geometry Essentials

This course will provide students with an overview of the basics statistics topics commonly covered in college statistics courses. The TI-83 Graphing Calculator and Excel spreadsheets are used extensively during this course. Topics include exploring data and describing patterns, sampling methods and survey design, probability, and statistical inference.

3700 Personal Finance

½ math credit

Grades 11-12

Prerequisites: Successful completion (credit) of Geometry or Geometry Essentials

This course is designed to educate students in the day-to-day math they are likely to encounter in their personal lives. Topics include saving and investing, credit and debt, financial responsibility and money management, taxes, insurance, real estate, and mortgages.

3710 Topics in Math

½ math credit

Grades 11-12

Prerequisites: Successful completion (credit) of Geometry or Geometry Essentials

This course is designed to provide students with a review and instruction in the math topics they are likely to encounter on college math placement tests and the ASVAB military aptitude test. Knowledge of basic algebra, geometry, and statistics content will be reviewed and enhanced throughout the course.

3610 Algebra II**1 math credit****Grades 11 - 12****Prerequisite: Successful completion (credit) of Algebra I and Geometry or Geometry Essentials.**

This course is designed for students planning to take the SAT and ACT tests and continue their education in college. The topics introduced in Algebra I are expanded upon, including factoring, linear equations and inequalities, exponents, powers, roots, logarithms, complex numbers, quadratics and functions. Graphing of various types of functions, calculator usage and real world applications are integral aspects of student learning. A graphing calculator (TI-83 or TI-84) is required for this course.

3620 Trigonometry and Problem Solving**1 elective credit****Grade 11 - 12****Prerequisite: Successful completion (B or better) of Algebra II.**

Trigonometry and problem solving is devoted to the trigonometry of the right triangle as well as the non-right triangle. Students will be required to use their knowledge of both algebra and geometry in the study of trigonometric functions. Topics from algebra will be reviewed and expanded upon. New topics from higher algebra will be introduced. A graphing calculator (TI-83 or TI-84) is required for this course. Some topics will be explored using computers. Coursework to help prepare students for the math portion of the SAT is included in the course content.

3640 Calculus**1 elective credit****Grades 11-12****Prerequisite: Successful completion (B or better) of Trigonometry.**

The calculus course is the equivalent to an advanced placement course. The standard topics from a first year college calculus course are included. These topics include limits, derivatives and integrals.

SOCIAL STUDIES



Overview

The Social Studies curriculum at Windsor High School provides students with the knowledge and skills to become active, informed citizens. Knowledge of history is the backbone of understanding our current world and the events which shape our daily lives. Concepts of democracy, conflict, citizenship, change, diversity, geographic influence, and economics are imbedded throughout. Where applicable, our curriculum reflects alignment with the *Vermont Framework of Standards and Learning Opportunities* and the related *Grade Expectations*. The social studies curriculum also supports the Windsor High School Mission statement and related Academic, Civic, and Social Expectations. Particular attention is focused on the following academic expectations: “Students will read, write, and speak

effectively” and “Students will use a variety of technology and informational resources to gather, synthesize and analyze data.”

Requirements for Graduation

Students must successfully earn three credits in social studies, including one credit of United States History. All freshmen must take Civics, as this course provides a common basis of understanding in government, democratic principles, and geographic literacy. Thirty (30) hours of community service is also a graduation requirement (typically completed during freshman year).

Full credit / Full-year Core Courses:

Grade 9: Civics

Grade 11: United States History

Half credit / half-year Electives:

Western History I

Western History II

Eastern History

Africa and Latin America

Contemporary Problems

Psychology

Course Descriptions

4300 Civics

1 credit

Grade 9

Prerequisite: None

Civics focuses on preparing students for the various roles expected of them as citizens in our local, state, and national governments. It provides students with a foundation of knowledge on which later studies can build. Students study the United States’ federal system of government and the *U.S. Constitution*, while exploring other systems around the world. Students will also study economics, comparing the American free enterprise system and other economic structures in place in the world. A third major component includes a review of world geography and related themes. Civics/Foundations in Social Studies addresses the Vermont Framework of Standards 6.7 - 6.19, Writing Standards 1.8 and 1.15. and Grade Expectations H&SS 14-17.

4500 U.S. History

1 credit

Grade 11

Prerequisite: Successful completion (credit) of Civics or equivalent

United States History explores the history of our nation and its people from the 1870’s to the present. After a brief review of the Civil War era and Reconstruction, major topics include the rise of industrialism, reform movements, the emergence of the U.S. as a world power, the

“Roaring Twenties,” the Great Depression, World War II, the Cold War, and the U.S.’s domestic and foreign policy in the post Cold War period. Central themes running throughout the course include social, political, and economic change over time; the ongoing impact of ethnic, racial, and economic diversity in our nation, and the complex nature and evolution of governing in one of the world’s oldest and largest democracies.

Each student will write a research based report following the requirements for Vermont Framework Standard 1.8. We will also work with the Persuasive essay format and the Narrative format, in less formal ways. U.S. History is aligned with Vermont’s Framework of Standards 6.1- 6.6 and Grade Expectations H&SS 1-12. Successful completion of a United States history course is a high school graduation requirement in the State of Vermont. In addition to the academic expectations specified in the social studies overview, this class also strongly supports several of the WHS mission and civic expectations including gaining “exposure, respect, and appreciation for other cultures and personal beliefs” and “Understand [ing] the role and importance of lifelong learning in pursuit of...the betterment of society.”

4510 Honors U.S. History
Grade 11

1 credit

Prerequisite: Successful completion (credit) of Civics or equivalent

Honors U.S. History runs simultaneously with *U.S. History* (described above) and is available for students wishing to take on a more challenging in-depth exploration of history. Students taking Honors U.S. History will be responsible for all of the requirements and will address all of the standards and GE's mentioned above. In addition, students choosing this option must be prepared to complete additional readings and write at least two additional research-based papers or projects. Students will be encouraged to explore personal topics of interest within the framework of the course curriculum.

4451 Western History I
Grades 10 - 12
Prerequisite: None

1/2 credit

Western History I is a study of the major events and concepts in Western history from the beginning of history to the Renaissance. The course examines the concept of history, the development of early civilizations, the beginnings of democracy in classical Greece, and the glory of the Roman Empire, before exploring the long Medieval era and the development of humanism during the Renaissance. Materials and methods include the use of a core textbook, video documentaries, and films relevant to specific periods and events in Western history, and Internet research. Students will conduct research in preparation for class debates, persuasive essays and research papers

4452 Western History II
Grades 10 - 12
Prerequisite: None

1/2 credit

Western History II examines the major events and concepts in Western History from the Renaissance to the present time. Topics include the Renaissance, the Enlightenment, the Age

of Revolutions, Imperialism, World Wars I and II and the Cold War. The course contains a brief history of the beginnings of the United States and of Latin America, as their histories are a result of European imperialism and influence. Materials and methods include the use of a core textbook, video documentaries, and films relevant to specific periods and events in Western history, and Internet research. Students will conduct research in preparation for class debates, persuasive essays, and research papers.

4460 Eastern History
Grades 10 - 12
Prerequisites: None

1/2 credit

Eastern History is the study of China, the Middle East and the Indian Subcontinent. When time permits, the course also includes Japan. Eastern History focuses on the geography, family organization, religion, economic life, and political trends of each country studied in the course. The students will also study the outstanding literary, political, religious, and humanitarian leaders of each country. Methods and materials include the use of a core textbook and films about Eastern cultures. When opportunities arise, the students also hear guest speakers, make museum visits, and sample foods from the region. Students will also conduct research in preparation for the class debates and research papers that are requirements of Eastern History. The essays the students write for their debates and research projects follow the rubrics for Vermont Standards 1.8 and 1.15. Eastern History also addresses Grade Expectations H&SS 1-20.

4680 Introduction to Africa and Latin America
Grades, 10 - 12
Prerequisites: None

1/2 credit

Introduction to Africa and Latin America focuses on two regions that are playing increasingly important roles in the political, economic, and cultural life of the world. Students study representative countries from each region such as South Africa and Brazil in terms of their geography, family structure, political trends, economic life, and religion. Students also study outstanding literary, political, religious, and humanitarian leaders of each country under consideration. Methods and materials include the use of a core textbook, research projects, study of representative literature of each country (when available in translation), and when opportunities present themselves, guest speakers, museum visits, and the sampling of food from each country studied in the course. Essays that result from research projects follow the rubrics for Vermont Standards 1.8 and 1.15. Oral presentations form an important part of the course. Introduction to Africa and Latin America addresses Grade Expectations H&SS 1-20.

4600 Contemporary Problems
Grades, 11, 12
Prerequisite: None

1/2 credit

Contemporary Problems provides students with the opportunity to examine the major political, economic, and social issues facing the American nation and the world. Essential questions for the course include the following: What role can individuals play in addressing

local, national, and world problems? What rights and responsibilities do individuals have in understanding and addressing these issues?, and What influence might these issues have on one's life in the future? While the specific content for the course is determined yearly by the instructor in consultation with the students, one common theme throughout the course is the need to identify or develop each individual's underlying political philosophy. Being able to understand the concepts of "conservative" and "liberal" creates a framework in which students can then begin to analyze their own positions on current issues.

Students use a wide variety of resources including news magazines, library reference materials, the Internet, and the *Current Issues* textbook created by the nonpartisan Close-Up Foundation in Washington, DC. Course requirements include daily participation in discussions, preparation and presentation of debates, and completion of a research project, which includes a persuasive essay (Vermont Standard 1.11). Students also examine current events and issues on the local and state level, in an attempt to become better-informed citizens. Contemporary Problems is aligned with Vermont's Framework of Standards 6.1-3, 6.9-6.18 and Grade Expectations H&SS 1-20. In addition to the academic expectations specified in the social studies overview, this class also strongly supports several of the WHS mission statement's civic expectations including gaining "exposure, respect, and appreciation for other cultures and personal beliefs" and "Understand [ing] the role and importance of lifelong learning in pursuit of...the betterment of society."

4610 Psychology

1/2 credit

Grades, 11, 12

Prerequisites: None

Psychology is a survey course studying all aspects of human behavior and experience, including personality, child development, physiology, learning, perception, emotions, and psychological disorders. Students are expected to participate actively in class discussions, and must be capable of approaching often sensitive issues with an appropriate level of maturity. As part of the course, all students will be expected to participate in the WHS science fair, designing, creating, and presenting a psychology based study. Throughout the course we will also highlight potential career connections, and guest speakers representing a variety of fields of study are a frequent part of class. Psychology addresses Vermont's Framework of Standards 3.5, 3.7-3.13 and Grade Expectations H&SS 1-7.

MODERN WORLD LANGUAGES



Overview

The world language program offers a comprehensive preparation in French and Spanish. Introductory courses are designed to develop proficiency in communication based on the state standards 5.19, 5.20, and 5.21. Students will listen and read for comprehension, as well

as speak and write in the target language. Courses also include material on culture and geography relating to the language.

Requirements for Graduation

Although not required, 2 credits of world language study is highly recommended for all students who are unsure about their post secondary plans or who are planning on attending college.

Course Descriptions

FRENCH

5200 French I

1 credit

Grades 9 - 12

Prerequisite: None

French I is an introductory course designed for entry level students. In this course, students will be introduced to the French language; common phrases, family, numbers, the calendar, seasons, food & drink, introductory grammar, subject pronouns, regular -er verbs, the most common irregular verbs, questions, and francophone geography and culture. Students will have daily opportunity to speak, read, write, and listen to the French language, as well as practice interpersonal skills working in groups and with partners often. Through a variety of methods, materials and activities students will be exposed to the language and the francophone world.

5300 French II

1 credit

Grades 9 - 12

Prerequisite: Successful completion (credit) in French I or equivalent instruction

French II cultivates and builds upon the linguistic skills learned in French I. Vocabulary is expanded while grammar and structure are emphasized including: adjective agreement, all verb forms in present tense, forming the past and the future tense, stress pronouns, and direct and indirect object pronouns. Communication skills are further developed through daily speaking, listening, reading and writing activities. A variety of activities and projects are designed to give students the opportunity to apply their language skills to their own lives. Students' knowledge of the geography and culture of the francophone world is broadened.

5400 French III

1 credit

Grades 9 - 12

Prerequisite: Successful completion (credit) in French II or equivalent instruction

This course continues and expands upon the linguistic skills acquired in French II. While engaging in ongoing practice of what they have already learned, students will communicate largely in French, exploring more complicated grammatical constructions, expanded vocabulary sets, and more in-depth studies of French culture and geography. Students will

have the opportunity to use their skills in the “real world” on a class field trip to a local francophone destination.

5500 French IV

1 credit

Grades 9 - 12

Prerequisite: Successful completion (credit) in French III or equivalent instruction

French IV provides advanced study in French language and culture. Students will continue to hone skills in speaking and writing, and listening and reading comprehension in a near-total immersion environment. Grammar expands to multiple tenses of verbs, including how to express opinions and possibilities. Students' knowledge of francophone culture, art, literature, history, and geography will continue to grow more in-depth. Students are expected to express themselves in the target language, and will have the opportunity to use their skills in the “real world” on a class field trip to a francophone destination.

5510 French V

1 credit

Grade 12

Prerequisite: Successful completion in French IV or equivalent instruction

(Note: This course would run as an Independent Study.) French V challenges students to continue expressing themselves in the target language, developing and mastering grammar, vocabulary and pronunciation skills in written and oral work through a variety of activities. Students will have the opportunity to pursue individual interests related to the group work done in class on francophone culture, art, history, literature, and various aspects of life. Discussions and assignments will be entirely in French. Students will have the opportunity to use their skills in the “real world” on a class field trip to a francophone destination.

SPANISH

5600 Spanish I

1 credit

Grades 9 - 12

Prerequisite: None

Spanish I is designed for beginning language students. The class focuses on basic language skills of grammar, present tense verb conjugation, and high frequency vocabulary. The course is enriched with many geographical and cultural features of Spain. Computer technology, language CDs, cultural videos, and songs supplement the Spanish program.

5700 Spanish II

1 credit

Grades 9 - 12

Prerequisite: Successful completion (credit) in Spanish I or equivalent instruction

This course expands linguistic skills acquired in the first year. Speaking and listening skills are developed as well as grammatical skills necessary for better reading and writing. We cover verbs in the past tense, basic grammatical structures, and high frequency vocabulary.

Students are encouraged to keep in the language during class time. Cultural study focuses on Latin America.

5800 Spanish III

1 credit

Grades 9 - 12

Prerequisite: Successful completion (credit) in Spanish II or equivalent instruction

This course is conducted entirely in Spanish with the exception of complicated instructions. Spanish III reviews and continues linguistic skills acquired in the previous levels. The emphasis is on verb conjugation study. Students will also expand their reading, writing, and speaking skills. Cultural emphasis is placed on Spain.

5900 Spanish IV

1 credit

Grade 9 - 12

Prerequisite: Successful completion (credit) in Spanish III or equivalent instruction

Spanish IV provides advanced study in the Spanish language. The course is conducted entirely in Spanish. The students will continue to hone their skills in speaking, listening, reading and writing in pursuit of communicative competence. Literature, speaking, and writing are stressed in this course. Cultural emphasis is placed on Mexican history, culture, and art.

5910 Spanish V

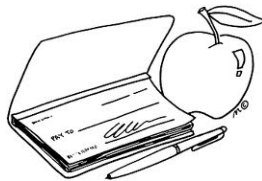
1 credit

Grade 12

Prerequisite: Successful completion (credit) in Spanish IV or equivalent instruction

(Note: This course would run as an Independent Study.) The focus of the course is literature and speaking. The class will study Don Quixote, or Lazarillo de Tormes, along with other literary reflections. The course is conducted entirely in Spanish.

FAMILY AND CONSUMER SCIENCE



Overview

Where applicable, our curriculum reflects alignment with the *Vermont Framework of Standards and Learning Opportunities* and the related *Grade Expectations*. The Family and Consumer Science curriculum also supports the Windsor High School Mission statement and related Academic, Civic, and Social Expectations. Particular attention is focused on the following academic expectations: “Students will read, write, and speak effectively” and “Students will use a variety of technology and informational resources to gather, synthesize and analyze data.”

Requirements for Graduation

Core: 1/2 credit required, Healthy Independent Living.

Course Descriptions

The mission of Family and Consumer Sciences education is to prepare individuals to be competent, confident, and caring in managing their personal, family, and career lives. Students typically complete a survey of topics within this content area. At the high school level, students may elect to take courses of special interest to them within the Family and Consumer Science content area.

7300 Food & Fitness **1/2 credit**
Grades: 9 - 12
Prerequisite: None

Food & Fitness is a study of good principles of nutrition and their relationships to health and well-being. The first quarter will be dedicated to nutrition related topics. Students will study the Dietary Guidelines, the Food Pyramid, the six essential nutrients, nutrition for athletes, fad diets, and food labels. Several food science experiments will be completed during this quarter. The end of quarter project requires students to plan a week of nutritious meals. The second quarter focuses on food preparation. The class will choose the foods for which they wish to learn preparation techniques. Some of the topics may include fruits, vegetables, grains, sandwiches, soups, casseroles, breads, cookies, and pies. Students will be expected to work in cooperative groups, to complete projects, and to participate in cooking labs.

7320 Child Development & Care **1/2 credit**
Grades: 9 - 12
Prerequisite: None

Child Development & Care is a study of varied developmental theories and practical application of childcare skills. Students will study prenatal development and birth and continue with physical, emotional, and social development from ages one to six. Other topics include health and safety, effective parenting skills, and careers in childcare.

7325 Housing and Interior Design **1/2 credit**
Grades: 9 - 12
Prerequisite: None

Homes are more than just buildings; they are a reflection of the lives of the occupants. This course provides practical information about planning, building, and decorating a home to enhance its use for living, working, relaxing, and entertaining. Principles of good design are applied to individual rooms, the structure as a whole, and the surrounding landscape. Using the information during the course, students will design their “dream” home and further design several room interiors.

7330 Folk Art
Grades 9 - 12
Prerequisite: None

1/2 credit

In Folk Art, students study and practice a variety of crafts to include candle making, paper mache, tin punch, patchwork, nature crafts, holiday crafts, leather work, stencil, stained glass making, bead work and decoupage. A semester project, designed by the student in embroidery is required. For a final project, each student will create a personal scrapbook to be presented to peers. The course includes art activities as well as creative exercises. For each of the crafts studied, students will study the history of the craft, the techniques used in history, and how the skill has changed over time. The student will study and practice the craft skill and then create a personally designed project using the skills learned. Each student will also keep a folder containing all instructions from this course. A recycling project will be included during each quarter of the course. This course meets the requirement for one Fine Arts credit needed for graduation.

7340 Healthy Independent Living
Grades 11, 12
Prerequisite: None

1/2 credit

Healthy Independent Living provides skills relevant to everyday life: financial planning, career planning, keeping and advancing at a job, personal health issues, parenting, resource management, consumerism, buying a car, managing crisis, relationship skills, communication and personal development skills as well as other topics relevant to individual students. Students will create a Personal Development Collection that will provide evidence of meeting many Vital Results within the Vermont Framework of Standards and Learning Opportunities.

TECHNOLOGY EDUCATION



GRADUATION REQUIREMENTS

Although not required, Technology Education provides hands-on experience in the mechanical arts with a focus on creative design and problem solving. During seventh and eighth grade, students at Windsor Junior/Senior High School are required to take Technology Education as part of the Complementary Education experience. Course duration is one quarter for each of the two junior high years. High School students can choose to take Technology Education courses as electives.

COURSE DESCRIPTIONS

7400 Technology Education I

1/2 credit

Grades 9 - 12

Prerequisite: None

Technology Education I is an exploratory course in Technology Education problem solving. It is designed to help students become more inventive and creative. Hands-on experience with hand tools and machines is an integral part of this course. Units will cover communication, kinetic transportation, manufacturing, and construction. Students will be given the opportunity to work on individual and small group projects that use scientific and mathematical concepts for problem solving. Students will be expected to develop appropriate and safe working habits. Coursework includes practical experiences in technical drawing, woodworking, metal, and the final production of a functional design project.

7410 Technology Education II

1/2 credit

Grades 10 - 12

Prerequisite: Successful completion (credit) of Technology Education I

Technology Education II is a continuation of Technology Education 1. It is designed for those who wish to continue their creative problem-solving skills at a more advanced level. Students will continue their studies of technical drafting on more advanced drawings, which will include dimensioning, section views, and geometric construction. Students will gain multimedia knowledge for working in a combination of traditional and nontraditional materials such as wood, metal, plaster, foam, rubber, and concrete. Students will learn from a variety of mold making techniques that will be used to transform individual designs into a sculptural and industrial style projects. The final class project will emphasize how to effectively plan, communicate, and execute a creative proposal for an indoor or outdoor community based project.

7480 Fine Furniture Making & Design

1/2 credit

Grades 10 - 12

Prerequisite: None

Students learn various periods and styles of furniture ranging from traditional to contemporary design. Students will investigate creative concerns that give personal expression to specific material, form, and function. Projects will commence with discussions on individual ideas and working plans for developing at least one piece of high quality furniture using hardwood, hand and machine wood working tools, and traditional wood joinery. Emphasis is on craftsmanship, creativity, and attention to detail. Projects are determined by students and teacher.

FINE ARTS



Overview

Where applicable, our curriculum reflects alignment with the *Vermont Framework of Standards and Learning Opportunities* and the related *Grade Expectations*. The fine arts curriculum also supports the Windsor High School Mission statement and related Academic, Civic, and Social Expectations. Particular attention is focused on the academic expectation that students will “Create, explore and develop an appreciation of the arts.”

Requirements for Graduation

One credit in any of the Fine Arts is required for graduation from WHS. Students may elect to take additional Fine Arts courses. The Fine Arts program allows students to find personal means of expression in the performing and visual arts. Skill, technique, composition, presentation and appreciation of the arts are facets stressed in the program.

Course Description

THEATER ARTS

7520 Theater Arts: Performance Styles Grades 9 - 12

1/2 Credit

Theater Arts: Performance Styles provides a safe and positive environment for training in the skills to create theater, to perform and to evaluate the performance, and to practice theater concepts and vocabulary. Participants will perform and/or provide technical support for school and community audiences and will attend rehearsals and productions beyond class as required. Students must uphold high standards of personal conduct during the class, acquire and wear appropriate rehearsal attire during class, demonstrate the importance of regular attendance, keep notes, read and interpret dramatic texts, and provide written responses, critiques, or creative pieces.

7526 Advanced Performance Styles Grades 9 - 12

1 credit

Prerequisite: Successful completion of Theater Arts: Performance Styles

Advanced Performance Styles provides a safe and positive environment for the performing arts student to more deeply explore movement and theatrical techniques. Students strive to reach full potential through productions that integrate and highlight both movement and acting skills. Students may be required to complete an interdisciplinary culminating project.

Participants will be expected to perform before school and community audiences and be available to attend additional rehearsals and/or performances beyond class if required. Enrollment preference given to Juniors and Seniors. Students must uphold high standards of personal conduct and maintain responsibility for written assignments, journals, and reflections.

MUSIC

7600 Band **1 credit**
Grades 9 - 12
Prerequisite: Teacher recommendation

Band activities include pep band at home football games, concert band during the winter season and any parades that occur. Some members may choose to audition for district, All-State, and New-England Music Festivals. Attendance and participation at all activities is required. Concert dress is required.

7620 Chorus **1 credit**
Grades 9 - 12
Prerequisite: Teacher recommendation

Participation in the Chorus will involve developing proper group singing techniques, learning basic music theory, and doing group choral performances. Choral music of various styles and from different historical periods will be studied and/or performed at both formal and informal concert settings. Attendance and participation at all scheduled activities and performances are required to earn full credit and grade. Qualified students will be able to prepare audition pieces for district, All-State, and All-New England Music Festivals. Performance dress requirements are the responsibility of each student.

7630 Jazz Band **1/2 credit**
Grades 9 - 12
Prerequisite: Teacher recommendation

Jazz Band emphasizes on the concepts and performance of jazz compositions selected from several different styles and eras. Activities include public performances, possible concerts for civic groups, and in-school performances. This class will meet two mornings a week before school. Students who do not take Concert Band may participate in Jazz Band with permission/interview from the instructor. These students must participate in rehearsals, concerts and other public performances and will receive 1/2 credit.

7656 Media Technology **1/2 credit**
Grades 9 - 12
Prerequisite: None

Prerequisites: None other than a passion for creative problem solving.

Description: The components of this class are diverse from music production through

Garage Band to use of iMovie for production of documentaries. The focus of the class is creative communication, webcasting, podcasting, recording of daily school wide announcements, and promoting Windsor schools through the use of 21st century technology on the local television station, Windsor On Air.

Course Content: Mastering the potentials of iMovie, Photo-booth, Garage Band, iTunes, Podcasting, Keynote, Powerpoint, iPhoto, Sibelius, and PhotoScore, and any and all software programs that serve to create media that may be posted on Youtube, and serve to enhance teaching and learning at Windsor. Promoting events and ensuring that Windsor schools are producing and utilizing all current media programs is necessary to stay in sync with 21st Century learning both at a state-wide level as well as national level.

VISUAL ARTS

7700 Drawing and Painting I

1/2 credit

Grades 9 - 12

Prerequisite: None

Drawing and Painting I is an introductory course that focuses on the basic skills of drawing and painting. Students learn vocabulary of the elements of art and principles of design so they can discuss and critique works of art. They will use a variety of drawing media, including; graphite, charcoal, and ink. Painting media will include watercolor and acrylic paints. Approach to work is an important part of this class. Students are encouraged to think creatively and make connections between art and other areas of study.

7701 Drawing and Painting II

1/2 credit

Grades 9 - 12

Prerequisite: Successful completion (grade of “C” or better) of Drawing and Painting I

Drawing and Painting II is a class for students who are committed to further developing their artistic skills. Assignments focus on drawing and painting from observation, as well as photo reference materials. Students learn advanced painting techniques such as glazing and impasto with acrylic and oil paints. Discussions of art history and critique of work will be a regular part of this class. Final project is a series of paintings based on personal artistic interests.

7702 Advanced Drawing and Painting

1/2 credit

Grades 11, 12

Prerequisites: Successful completion (grade of “C” or better) of Drawing and Painting I, II

Advanced Drawing and Painting resembles a college level art course. It is meant for the serious student of art who may be planning to choose a career in art. Students in this class create paintings and drawings at an advanced level and build a portfolio of their art that can be used for college admissions or for career advancement. Students create a web page of their work. A survey of art history is a part of the course and students will complete a research project on a style of painting.

7750 Illustration and Graphic Design**1/2 credit****Grades 10 - 12****Prerequisite: successful completion (grade of “C” or better) of Drawing and Painting I, or teacher recommendation**

Illustration and Graphic Design explores the visual world of graphic design including print and media. Students in this course create illustrations for a variety of literary styles from children’s books to nonfiction. Students will spend time looking at media and analyzing messages Using both traditional techniques and software students create projects including CD covers, menus, signs, and other graphic applications.

7335 Ceramics**1/2 credit****Grades 10 - 12****Prerequisite successful completion (grade of “C” or better) of Drawing and Painting I, or teacher recommendation**

Students will learn ceramic techniques including hand building and working on the pottery wheel. Working in clay is a *very tactile* process, if you like to work with your hands class is for you. Assignments will include functional and sculptural projects. All work will be fired and glazed in the kiln. The correct use of materials and tools is emphasized in this class. We will look at the pottery from different cultures and historic eras. Artistic process including inspiration, intent and approach to work will be an important part of this class.

7725 Art in Motion**1/2 credit****Grades 10 - 12****Prerequisite: successful completion (grade of “C” or better) of Drawing and Painting I, or teacher recommendation**

Art in Motion teaches the fundamentals of animation. This class brings together art in the forms of drawing and sculpting with the study of movement and gesture. Students make short films using the techniques of drawing, claymation, stop motion, and computer generated images. They explore the history of the animated film and students complete a related research project. Critical viewing of a wide variety of animated film genres is a regular part of this class.

7330 Folk Art**1/2 credit****Grades 9 - 12****Prerequisite: None**

In Folk Art, students will study and practice a variety of crafts to include candle making, paper mache, tin punch, patchwork, nature crafts, holiday crafts, leather work, stencil, bead work and decoupage. Students will learn and use the sewing machine for several projects. A semester project designed by the student in embroidery is required. For a final project, each student will create a personal scrapbook to be presented to peers. The course will also include art activities as well as creativity exercises. For each of the crafts studied, students will study the history of the craft, the techniques used in history and how the skill has changed over time. The student will study and practice the craft skill and then create a personally designed project using the skills learned. Each student will also keep a folder

containing all instructions from this course. A recycling project will be included during each quarter of the course. This course meets the requirement for Fine Arts credit needed for graduation. Schedule permitting, Technology Education II and Folk Art may collaborate and create a project together.

SCHOOL TO CAREER



9320 Teacher Aide
Grade 12 or teacher approval
Pass/Fail
Prerequisite: None

1/2 credit

Students with a serious interest in exploring a career in education or office administration will work with a mentoring teacher, assisting with class preparation, administration, and clerical support. Related goal setting and academic projects will connect the teacher aide experience to meaningful career education. Students will gain workplace skills and develop responsibility as they learn the role of a teacher in the educational community. **The number of teacher aide positions will be strictly limited to twelve and will be filled on a first-come, first-serve basis.**

9800 Career Exploration
Grades 11, 12
Prerequisite: Age 16 and up, guidance and/or teacher recommendation

1/2 credit

Students learn best when they are actively engaged in the educational experience and have genuine challenges, choices, and responsibility for their learning. The Career Exploration class provides each student with a hands-on internship in a local business where he/she are immersed in a monitored occupational setting. Students work as unpaid interns in a business three blocks is per week, and two blocks per week they are in the classroom doing in-depth exploration of their own career interests, the behaviors and skills necessary for success, their own individual skills, and the role college or technical training plays in success in their chosen field.

9801 Field Experience in Career Exploration
Grades 11, 12
Prerequisite: Recommendation of the supervising teacher

1/2 credit

In Field Experience in Career Exploration, students with a strong interest in a particular career direction will have the opportunity to gain an in-depth understanding of the field or business and how it relates to the career as a whole. Students will work as unpaid interns in local businesses five blocks per week. Projects and regular meetings with the supervising teacher will be required to link the out-of-school experience to academic requirements for high school credit. Students will explore their interest in the career, experience the demands of the work world, and see, first hand, how the skills they learn in school are used in real life.

9830 Capstone
Grade 12

1/2 credit

Prerequisite: Teacher recommendation, parental/guardian approval

The capstone is an extension of previous study for students to pursue an area of interest in a more individualized, "hands on" manner. The students will work with the STC coordinator as their capstone advisor, but will also work with mentors (either community members or teachers) who have direct knowledge of the project. The students will spend no less than ten hours a week working independently on the project. They will be responsible for developing a plan of study with their advisors and STC. Students are expected to interact with the community outside of WHS in a variety of ways such as internships, meetings, or interviews. The Capstone will culminate with a presentation of the project which may include technology/art/dance projects, or a demonstration of activities and research.

9840 Senior Seminar
Grade 12

1/2 credit

Prerequisite: Senior status, guidance and/or teacher recommendation

Designed for seniors planning to further their education beyond high school, e.g., 4-year college, 2-year college, technical school, or vocational school. This seminar will be offered in the fall semester and will be taught in an Independent Study format. The class will meet once per week for a full block. Students will be responsible for completing projects, research, etc. outside of class. Topics to be covered include career search, college search, college application process, SAT/ACT information, financial aid, essay writing skills, study skills, note/lecture skills, personal finance, independent living, transition issues, time management, health and safety issues, dealing with roommates, peer pressure, substance abuse issues, involvement in extracurricular activities, etc. Guest speakers may include college admissions representatives, Windsor High School graduates, and others who will be invited to talk on specific topics. Occasionally, parents will be welcome to attend relevant sessions.

9340 Junior Seminar
Grade 11

1/2 credit

Prerequisite: Junior status, parental/guardian approval

Students will determine their own interests and abilities and explore careers and communities of interest. They will determine the education and training they need to be successful in a career of their choice. Students will begin to develop skills necessary to be successful, productive members of the community by investigating career fields in which they have an interest and for which they might be suited. Students will work as unpaid interns in a local business two blocks per week and be in class two blocks per week.

PHYSICAL EDUCATION



Requirement for Graduation:

Core: Two credits required

8300/8400 Physical Education

1/2 credit

Grades 9 - 12

Prerequisite: None

The purpose of this course is to provide instruction in various team, individual, and lifetime sports, as well as providing an avenue for social growth. After acquiring specific sport and lifetime skills, students will participate in sports and recreational activities held both outdoors and in the gymnasium. Students may also select to participate in Project Adventure activities consisting of initiatives, cooperative learning, and High Ropes course activities. Students will be graded on participation, changing for activity, skill acquisition, attitude and respect of the activities, and knowledge of sport rules and tactics. Students will attend Health class once weekly for one period of the two period semester. Health topics include: decision making, resiliency, alcohol, tobacco and drugs, CPR, first aide, nutrition, and wellness.

Students are required to earn two credits in Physical Education as a graduation requirement. All students must earn one credit in Physical Education during grades 9 or 10 by taking Physical Education classes in their school schedule. Students in grades 11 and 12 may earn their second credit in Physical Education by participating in school sports. For each school sport a student fully participates in, they will earn 1/4 credit. (As an example, a student who participates in two sports per year during their junior and senior years may earn 1/2 credit per year for a total of one credit over two years.)

DRIVER EDUCATION



8500 Driver Education

1/2 credit

Grades 10 - 12

Prerequisite: Vermont Learner's permit required to register for the course; permission of the instructor. Selection is also based upon a student's demonstrated attitude and social responsibility.

Important Note: Student placement in Driver Education is based upon two criteria:

1. Current grade level (i.e. Senior, Junior, Sophomore)
2. Student age within a specific grade (e.g., oldest sophomore to youngest)

Driver Education is a one-semester course designed to develop and/or improve knowledge,

skills and attitudes in the safe operation of motor vehicles. It is made up of two parts: (1) classroom phase and (2) behind-the-wheel phase. The course provides 30 plus clock hours of classroom instruction and six plus hours of in-car instruction and training. In addition to the behind the wheel training, there are 18 interactive observation hours. The course meets the requirements for Vermont State certification as well as standards set by insurance companies for rate reduction. A Vermont Learner's permit is required to register for the course. Upon successful completion of the course, the student will be granted a standard Vermont certificate of completion. This program is usually offered three times per year: fall semester, spring semester, and over the summer.

In the event that an enrolled student drops the class, a limited possibility may exist for an "alternate" student to enter the program. Students who are not selected may wish to apply for placement on an "Alternates" list by contacting and checking with the instructor.

Hartford Area Career & Technology Center Programs

AGRICULTURAL & NATURAL RESOURCES CLUSTER

Industrial Mechanics & Welding

Embedded Credit: Science

Leadership Club: SkillsUSA

College Course Option: River Valley Community College (Claremont)

Industrial Mechanics and Welding is a two-year program that explores a wide range of subjects with emphasis on developing teamwork, equipment design, building and service, fabrication skills, welding, electrical (AC/DC), power transmission, hydraulics, pneumatics and heating, ventilation, and air conditioning (HVAC). With this mechanics program, safety and correct operating procedures are stressed both in the classroom and shop.

Natural Resources

Embedded Credit: Science

Leadership Club: FFA Agricultural Club

Our mission is to expose our students to outdoor-related careers. The six main areas of the Natural Resources program are forestry, natural history, diversified agriculture, horticulture, water, and soils. Safety and equipment/maintenance are integrated into the curriculum. Much time is spent outside the classroom. Students can achieve professional industry certification for chainsaw usage through the "Game of Logging" course. .

ARCHITECTURE & CONSTRUCTION PROGRAM CLUSTER

Building Trades

Embedded Credit: Math

Leadership Club: SkillsUSA

College Course Option: Central Maine Community College

Certified by the Association of General Contractors of Vermont, the Building Trades Program constructs an energy-efficient house from the ground up, applying basic construction skills in conjunction with up-to-date construction materials and techniques. Students gain entry level skills in carpentry, plumbing, drywall, electrical wiring, and roofing, blueprint reading and cabinet-making. Safety is of utmost concern in all aspects of the program. Houses are completed on a two-year cycle and are available for sale, upon completion, to the general public. A large percentage of the class work is done at the building site.

Engineering Architectural Design

Embedded Credit: Math

Leadership Club: SkillsUSA

College Course Option: Central Main Community College

EAD is a two-year program that introduces students to basic mechanical and architectural design curriculum. The curriculum begins with basic hand drafting techniques and follows with exploration into computer aided drafting programs, (CAD) using AutoCAD and Solid-works software. Problem solving and design skills will be explored as students learn to navigate building, mechanical and product design, with a few of the designs documented and built in class. Second year students have a choice of concentrating on their area of interest in either mechanical or architectural related fields. If a placement can be found, students will have the opportunity to work in a co-op placement of their choice at a local business in order to acquire “on the job” experience.

BUSINESS & MANAGEMENT PROGRAM CLUSTER

The Business Cluster Programs offer opportunities for every Center student to participate in instruction in basic learning sessions which include financial literacy, communication, and computer tech skills. By completing this program, students can gain the Internet and Computing Core Certification, which is an industry-recognized credential.

Business Administration

Embedded Credit: English

Leadership Club: Future Business Leaders of America (FBLA)

**College Course Options: River Valley Community College (Claremont) Vermont
Technical College (Randolph)**

With technology and communication trends continually changing, jobs and careers in business are exciting and rewarding. This program is designed for students who are interested in entering the workplace or pursuing a college degree in the fields of accounting, business, or computer, and administrative office support.

Students learn and practice skills in areas such as accounting, entrepreneurship, management, communications, marketing and economic principles, personal finance, and customer relations. Since excellent interpersonal skills are needed for success in virtually all occupations, there will be an emphasis on interpersonal communication, ethics, leadership, time management, and organization.

Students in the program are eligible to enroll in a variety of college level courses. Students earn both program and college level credits. College courses currently offered are through River Valley Community College and include Introduction to Computer Applications, Word Processing I, and Fundamentals of Accounting. In addition, students can earn industry-recognized credentials in MOS (Microsoft Office Specialist) and IC3 certifications.

Pre-Business Administration

This one semester course is open to students who are interested in the world of business. Topics covered in this course include computer literacy and applications, professional document formatting, communications and leadership. Students will complete simulations, research projects and an independent capstone project. Students have the opportunity to enroll in a college level course in Information Processing offered through Vermont Technical College.

Computer Technology Applications

Embedded Credit: Math

Leadership Club: Future Business Leader's of America (FBLA)

College Course Options: River Valley Community College (Claremont)

This program focuses on the operation and function of computers (hardware and software) and computer networks including the INTERNET. Level I students focus on the Personal Computer, (PC). Hardware training includes the proper use of hand tools and test equipment, hardware failure diagnosis and repair, and system design and configuration. Software training modules in Operating Systems, programming in HTML for Web Design and in a high level language such as Java, C++, or Basic. Level II students build upon their established foundations while practicing their skills in a Network and Intranet / INTERNET environment. Those who desire have the opportunity to receive both high school and college credits through participation in Project Running Start through New Hampshire Community Technical College. Students prepare for industry certifications such as Cisco CCNA and Comptia A+ or N+.

CAREER EXPLORATION PROGRAMS

Career & Technology Exploration Program

(Sophomore Students Only)

Embedded Credits: Math, English, Career Exploration

Leadership Club: SkillsUSA

The Career & Technology Exploration Program is an exploratory experience for sophomores. Students earn academic credits in English, mathematics, and technical exploration. In general, students study in a 12 day cycle: four days in technical programs and eight days in the classroom focusing on related English and math skills. English curriculum includes oral presentations, short-term reading and writing assignment, comprehension, listening, and evaluation skills. Mathematics consists of elements of basic math, consumer math, and pre-algebra. Projects relevant to each technical area are completed as students work through each program.

HEALTH SCIENCES & HUMAN SERVICES PROGRAM CLUSTER

Allied Medical Services

Embedded Credit: Science

Leadership Club: Health Occupations Students of America (HOSA)

College Course Options: River Valley Community College (Claremont)

This course introduces students to medical careers available in today's high tech health facilities. Students work toward certification in Blood borne Pathogens, CPR, Basic First Aid, Pet First Aid and Medical Terminology. Two Project Running Start courses, which are taught in conjunction with River Valley Community College, are Medical Terminology and Legal and Ethical Issues in Health Care. These courses provide an option for earning college credit, while students are still attending high school. The content of this program is designed for all professional entry-level allied health careers with basic anatomy and physiology being taught during the senior year.

Human Services

Embedded Credit: Social Studies

Leadership Club: SkillsUSA

College Course Option: River Valley Community College (Claremont)

This course provides students the opportunity to study human development, poverty, social change and careers that help people. In the junior year we take field trips to local agencies that provide assistance to individuals in need. In addition to academic work, students attend 7-week job placements that provide real life experiences working with young children, the elderly, and those with unique challenges. Students are trained and certified in First Aid and CPR. Seniors spend one semester working in our lab school for three and four year olds. They spend the second semester in a community placement that focuses on their Senior Project interest area. Seniors also can earn 3 credits from River Valley Community College as part of their second year curriculum requirement.

PERSONAL SERVICE & HOSPITALITY PROGRAM CLUSTER

Cosmetology

Embedded Credit: Science

Leadership Club: SkillsUSA

The Cosmetology Program is unique in a number of ways. It is a partnership between the Hartford Area Career & Technology Center and the New England School of Hair Design, where the classes meet. Earned hours are registered with the Board of Cosmetology in New Hampshire and count toward the 1500 hours required by the state for licensure. Hands-on practical skills include hair design, hair cutting, permanent waving and coloring, nail care, facial massage and skin care. Other subjects include the chemistry and biology of hair, professional image and leadership, state laws, receptionist skills, client handling and retention and salon management. Students wishing to complete training after high school graduation at the New England School of Hair Design enter post-secondary education with sophomore status. Students may earn certification through the Career Safe program.

Culinary Arts

Embedded Credit: Science

Leadership Club: Distributive Education Clubs of America (DECA)

College Course Option: Lakes Region Community College

A large, completely equipped commercial kitchen and the "Getaway" dining room provide an excellent learning environment for aspiring chefs and food service industry professionals. Students prepare appetizers, salads, main entrees, desserts, baked goods and specialty dishes and learn all aspects of restaurant work, in both the "front of the house" and "back of the house." Demonstrations by visiting chefs and community catering projects are included as a part of the curriculum. The American Culinary Federation accredits the program. Upon successful completion of this program and passage of the national certification test, students are awarded a Validated Graduate Certification.

TRANSPORTATION PROGRAM CLUSTER

Auto Technology

Embedded Credit: Science

Leadership Club: SkillsUSA

College Course Option: Manchester Community College -Manchester

This program prepares students for careers as automotive technicians. It is a NATEF (National Automotive Technician Educator Foundation, Inc.) certified training program in brakes, electronics, engine performance, suspension, and steering. Mathematics, (including algebra) and a strong science background are recommended for success in this program. The program has recently been approved as an AYES (Automotive Youth Educational Systems) <http://www.ayes.org> program. Students selected for AYES must successfully complete their junior year of the Auto Technology program. During the summer between the junior and senior year, qualified students work as paid interns at participating dealerships under the tutelage of

a journeyman technician with tools and uniforms provided. Graduates of this program are encouraged to go on to post-secondary education at technical colleges. Auto Technology participates in Project Running Start with the New Hampshire Community Technical College and students may earn three college credits in Introduction to Automotive Service.

Collision Repair & Refinishing Program

Embedded Credit: Math or Science

Leadership Club: SkillsUSA

College Course Option: Nashua Community College -Nashua

Collision Repair focuses on automobile collision repair and includes mechanical body repair/replacement, sanding, masking, painting and the use and care of high tech spray equipment. The curriculum includes fiberglass repair, metal and plastic welding, the use of structural adhesives and the proper use of an air supplied respirator system. Painting is done in our new state-of-the-art DeVilbiss semi-down draft paint booth, and utilizes a new PPG aqua base waterborne paint mixing system. Collision Repair & Refinishing participates in Project Running Start with the New Hampshire Community Technical College, and students may earn four college credits in Basic Panel Restoration. This program is certified by the NATEF (National Automotive Technicians Education Foundation, Inc.)

VISUAL ARTS PROGRAM CLUSTER

Design and Illustration/Media Arts

Embedded Credit: Art

Leadership Club: SkillsUSA & Future Business Leaders of America (FBLA)

National Technical Honor Society (NTHS)

College Course Option: Community College of Vermont-Wilder

The center's Design and Illustration/Media Arts program will help you expand your creativity and explore the skills involved in graphic design, traditional computer illustration, animation, web design and digital photography. The program uses state-of-the art software and hardware. Students will work on a variety of projects related to the state-approved competency and task list to enhance the learning process. The Graphic Arts Education Research Foundation (GAERF) currently accredits this program. There is a post-secondary partnership with Community College of Vermont where students can earn college credit through dual enrollment courses.

Cooperative Education

Cooperative Education is an extension of the applied technical training given at the Career and Technology Center. This flexible, individualized program enables students to develop technical and general employability skills through supervised, planned work experiences with area employers. Four primary types of experiences are available to students including:

Job shadows; short term, unpaid Career Work Experiences; long term salaried experience, and apprenticeships certified by the VT Department of Education. Eligibility for the participation in Cooperative Education is based upon instructor recommendation; placements are made and students supported by the Co-op Coordinator. Credit is awarded as part of the student's program enrollment, or in addition to it, depending on the number of additional hours that the student works.

TENTATIVE FOUR- YEAR PROGRAM WORK SHEET

This form is to assist you, your parents, and teachers in planning a tentative high school program.

SUBJECT	CREDIT(S)
(Grade 9)	
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SUBJECT	CREDIT(S)
(Grade 10)	
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SUBJECT	CREDIT(S)
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SUBJECT	CREDIT(S)
(Grade 12)	
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This is not a registration form