

This book contains the information that you and your parents will need to help you plan your high school studies and make decisions about course selection for the 2008-2009 school year. Please refer to the Recommended College Preparatory Curriculum and Recommended Career, Technical and Business Curriculum on pages 6 and 9 respectively that you should review each year. We make every effort to accommodate your requests. However, scheduling conflicts do occur that may prevent you from being able to take every course that you request. Please, contact the Guidance Office if you have any questions.

The Guidance Office is readily available for you and your parents when you want help in program planning. Call for an appointment, or stop by. We encourage you to meet with us, and to invite your parents and teachers to be a part of the meetings.

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Vergennes Union High School has been accredited since 1959 by the New England Association of Schools and Colleges, Inc..

It is the policy of the Addison Northwest District and the Vergennes Union High School not to discriminate in education programs, activities, or employment practices on the basis of race, language, sex, age or handicapping condition under the provisions of Title VI of the 1972 Education Amendments; Section 504 of the Rehabilitation Act of 1973; and the Education of All Handicapped Children Act of 1975.

Cover designed by Tanner Price

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# Academic Handbook

## MISSION STATEMENT

Our purpose as a school community is to foster the development of knowledgeable, responsible, respectful, and healthy individuals who flourish in and contribute to an ever-changing society.

## GRADUATION REQUIREMENTS

As a graduating senior from Vergennes Union High School, you must demonstrate that you have attained or exceeded the standards for each of the following graduation requirements:

- I. Each VUHS graduate will be a knowledgeable, culturally literate and well educated young adult, demonstrated through the successful completion of at least twenty-two (22) credits (also known as Carnegie units), including at a minimum, the following courses, aligned with ANWSU and the Vermont Framework of Standards—
- 4 units of English/Language Arts (including World Literature and American Literature)
  - 3 units of mathematics (including Integrated Math I or I-YA&B)
  - 3 units of science (including Space, Time, and Matter; Universe, Earth, and Environment; and Living World)
  - 3 units of social studies (including World Cultures and U.S. History)
  - 1 unit of fine arts
  - .5 units of health
  - .5 units of technology
  - 5.5 units of electives
  - 1.5 units of physical education;

NOTE: You must earn one and one-half credits in physical education. Credit may be earned in two ways – 1. course work; or 2. participation in an approved VUHS athletic activity. Credit for athletic activity is earned at a rate of .25 credits per season, up to .5 credits per sport with a grade of Pass. Only increments of .5 credits will be recognized. This is retroactive for the Class of 2008.

Starting with school year 2007-2008, all 9<sup>th</sup> grade students are required to pass .5 credits of freshman physical education and .5 credits of health.

### **For a minimum of 22 credits**

- II. Each VUHS graduate will be an effective communicator and user of information
- III. Each VUHS graduate will be a creative and analytical thinker
- IV. Each VUHS graduate will be a responsible, respectful, and healthy citizen

Each VUHS graduate must demonstrate that he or she has attained or exceeded the standards for each of the VUHS graduation expectations numbers II, III, and IV, as outlined above, through the results of performance based assessment as approved by the VUHS administration.

### **OR**

Successful completion of an Individual Education Plan (IEP) as developed under the procedure established in the Addison Northwest Supervisory Union.

### **OR**

### Multi-year Plan

As outlined in the Vermont School Quality Standards (SBE Rules 2120.8.2.1 c), “A Multi-year Plan is an individual plan for students with limiting handicaps that leads to completion of the graduation requirements. This plan shall include a component explaining an exception to the graduation requirements and alternative requirements designed for the pupil.” Upon successful completion of a Multi-year Plan for graduation approved by the Superintendent or his or her designee, a diploma shall be awarded to the student.

## **NINTH GRADE PROGRAM**

A few years ago, we identified the need for a ninth grade "program." Our report card data showed a significant increase in D's and F's for 9<sup>th</sup> graders. Whereas the 7th and 8th grade middle school teams provide a logical transition for students leaving their elementary schools, there was no organized transition program for students entering their high school years. We want you as 9th grade students to be academically successful, to make healthy choices, and to continue to develop strong aspirations for your future. To help support you as you move in this direction, as a professional faculty and administration, we have designed the following experiences as part of an evolving 9th grade program.

- Courses in 9th grade English and social studies will meet all year (every other day), so that the World Literature and World Cultures teachers can help you to more fully develop the writing, reading, and research skills you will need to be successful in high school. Teachers will have a year long relationship with you rather than the shorter time that conventional semester-long courses allow.
- We have designated one of the three core science classes Universe, Earth and Environment as the freshman science course so that science teachers can help you learn the inquiry and reporting skills that you must have in other science courses.
- There is a requirement that you complete both a physical education and a health course in grade 9. This sets the stage to support healthy choices.
- 9<sup>th</sup> Grade Techsploration is a new required course in which you as a freshman, will learn and/or enhance your keyboarding skills and proper research methods.
- You begin your day with a Morning Meeting teacher, who will help you orient yourself to high school opportunities, support you through challenges, and celebrate successes with you. These advisors will remain with you for four years.
- You will be "called back" to classes in which you are experiencing difficulty, or in which you owe work, during a work period in the middle of the day. You may also request a callback time from any of your teachers. Our hope is that this extra support through call-back will allow you to experience a much higher level of academic success in each of their classes than our data indicates has been the case in the past. If you are not in a call-back, you have the (2) 25 minute periods to study or read.
- For detailed course suggestions please see pages 6 and 9.

## **DAILY SCHEDULE**

The schedule consists of five seventy-five minute periods per day. The first two periods may be scheduled as a semester block (meets every day) or as an "A/B" class (meets every other day for a semester or a year). The last two periods will be scheduled similarly. The call-back period will be used for music instruction, lunch, study hall, and most importantly, call-back.

## **CALL-BACK**

Call-back is a system in which we emphasize timely academic intervention in a student's learning. Should you fail to adequately master a concept, you should plan to be available either that day or the next for re-teaching and re-learning. By avoiding the after-school conundrum of sports, jobs, and busing, we can provide the extra help necessary to be successful. It still will be up to you to take advantage of this extra time, but if "called-back" by a teacher for extra help, attendance is mandatory. If you would like extra help from a teacher, you may ask the teacher to schedule you for Call-back. Your Morning Meeting advisor will distribute requests for call-back from other teachers. Then you will take advantage of one 25 minute lunch and two 25 minute call-back or study periods.

## **BAND AND CHORUS**

Music instruction will take place in the first two 25-minute periods. As a music student you will take your lunch during the third 25-minute period. Our music instructors have agreed that any music student who needs a call-back will be excused from music.

## PLANNING FOR COLLEGE, TECHNICAL EDUCATION, and OTHER POST-HIGH SCHOOL OPTIONS

### Section I –Planning for your high school career and beyond.

<http://www.vuhs.org/guidanceres.htm>)

Your high school diploma is the foundation that provides you an array of options for your future. On average, the more education and training you have, the greater your life-time earnings will be. Further education and training beyond high school also reduce your chances of facing unemployment in difficult economic times. Part of your job while in high school is to explore your strengths and weaknesses, to focus on what you enjoy and find satisfying, to examine your unique and preferred ways of learning, and to explore the career factors that you prefer such as working with people, being creative, solving problems, helping others, using tools and equipment, being outdoors or working at a desk, manipulating numbers, etc. Becoming involved in student government, clubs, sports, and other extracurricular activities helps you become a well-rounded person and allows you to develop your interests, abilities, and leadership skills. Take the courses in high school that will prepare you for a fulfilling career after high school. For some, that may mean attending Hannaford Career Center to pursue agricultural, technical, trade, or service careers, often followed by one-, two-, or four-year institutions of higher learning. The School to Work program at VUHS allows students to learn and apply employability skills. Many students will attend college to expand their options, get specialized career preparation, and study their fields of interest.

Your teachers, school counselor, and Morning Meeting advisors all want to help you be successful, make the most of your high school education, and prepare for life after graduation.

- ***How do you get into college?***

Your High School Transcript All the courses you take in high school and the grades you earn are recorded on your high school transcript. In order to be well-prepared for college, plan to take the most challenging high school courses you can handle. Work to make your transcript reflect your abilities. When you apply to college, college admissions officers look closely at your transcript. Although colleges vary in their requirements, most four-year colleges prefer that you to take a college preparatory curriculum consisting of a minimum of 4 credits of English, mathematics through Integrated Math III, 2 credits of the same world (foreign) language, 3 credits of science, and 2-3 credits of social studies/history. If you take challenging courses, you will be better prepared to succeed in college and to be accepted to competitive and selective colleges. Some students choose a pre-college program at the Hannaford Career Center.

Your Record of Activities Keeping an accurate record of all your activities during high school including sports, clubs, musical events, community service and jobs helps colleges to see you as a more well rounded student. Often this record sets you apart from other candidates vying for admission.

Other Factors Many colleges consider other factors when considering examining your application such as the college essay, teacher and counselor recommendations, and leadership activities, and special talents or interests. To get a general idea, take a look at “The Common Application for Undergraduate College Admission,” at <https://www.commonapp.org>. About 300 colleges accept the Common Application.

#### Advanced Placement (AP) Courses

Many colleges, especially selective ones, prefer to see AP courses on your transcript. Many colleges award credit and/or advanced placement in college courses if you score high enough on AP Exams. AP courses help you prepare to do college-level work. If you take AP courses, we encourage you to take the AP exams in May of that year. Not all AP courses run every year. We offer AP courses in the following academic disciplines: Biology, English Literature, English Language, Calculus (Level AB), European History, United States History, and French Language. Students are responsible for AP Exam fees, however for students on free/reduced hot lunch, partial fee waivers may be available. Check with your school counselor.

**NOTE: AP courses will be offered as staffing, AP College Board certification requirements, and enrollment permit. If an AP course is not offered at VUHS, we will not administer the exam.**

Recommended college preparatory curriculum:

**Grade 9—Required**

World Literature  
1 Math  
Universe, Earth, & Environment  
World Cultures  
Health  
Physical Education  
9<sup>th</sup> Grade Techsploration  
**Recommended additional courses—**  
2<sup>nd</sup> core science  
Fine Art  
World Language  
2<sup>nd</sup> Math  
Other electives

**Grade 10—Required**

American Literature  
1 Math  
Living World and/or Space, Time, & Matter  
U.S. History  
**Recommended additional courses—**  
3<sup>rd</sup> core science  
Biology and/or other science elective  
World Language  
Physical Education  
2<sup>nd</sup> Math  
Other electives

**Grade 11- Required**

1 English  
1 Math  
Physics and/or Chemistry  
Social Studies elective  
**Recommended additional courses—**  
English elective  
Social Studies elective  
Science elective  
Math elective  
World Language  
Fine Art  
Hannaford Career Center programs  
Other electives

**Grade 12- Required**

1 English  
**Recommended additional courses -**  
English elective(s)  
Science elective(s)  
Social Studies elective(s)  
Math elective  
World Language  
Fine Art  
Hannaford Career Center programs  
Other electives

Pre-College Tests—the SAT and ACT In addition to your transcript, many colleges also expect you to take pre-college tests such as the SAT Reasoning and sometimes the SAT Subject Tests or the ACT. Check the requirements of each college in which you are interested. To help you prepare to take the SAT, we administer the PSAT (Preliminary or Practice SAT) here at school during October. Your PSAT score report will provide you with a study guide based on your strengths and weaknesses as revealed on the PSAT to help you improve your SAT score. We strongly urge you to use your PSAT results to study for the SAT. Many students plan to take the SAT and/or the ACT at least twice—in May or June of their junior year and again in the fall of their senior year. Some students choose to take both exams. Test dates are posted on the Guidance bulletin board. Generally you need to register for these tests five to six weeks before the test date—so plan ahead.

Finding Colleges that Are a Good Fit for You You have almost 4,000 colleges from which to choose. Most students apply to between three and eight colleges. It is important to research which colleges will be a good fit for you based on factors such as size, geographic location, majors, selectivity, etc. The Web is a great resource to start your research on colleges. Reference books and college catalogues are available in the Guidance Office, and your school counselor has experience and training to help you with your college search. Make an appointment anytime to begin planning for your future.

It is a good idea to visit some college campuses throughout high school, and we strongly recommend that you do so, especially your junior and senior years. Before committing to attend a college, visit it if at all possible. In the spring we take interested juniors to the regional College Fair at Champlain Valley Union High School where 100+ college representatives are available to answer your questions and give you college materials.

College Representatives In the fall, college representatives visit VUHS to meet with interested students. Get a pass from your school counselor or the Guidance Secretary to meet with representatives of colleges in which you may be interested. This is also good practice if you do a college interview as part of the admission process.

Applying to Colleges Your school counselor can help you consider different majors, search for colleges, find and complete applications including the Common Application and weigh your options once your admissions decisions have been reached. Further, no college application is complete without your official transcript. Therefore working closely with your guidance counselor during your senior year is vital to your timely submission of college applications. Ultimately, it is your responsibility to check with the colleges of your choice for their specific entrance requirements and deadlines. Meeting college and scholarship applications deadlines is very important.

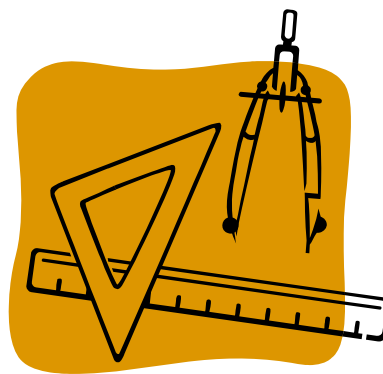
Paying for Your College Education Paying for college is a challenge for most families and students. In November, we host “Paying for College” night which is presented free of charge by the Vermont Student Assistance Corporation (VSAC). This presentation explains the financial aid process to you and your parents. VSAC also administers many scholarships available to Vermont students for which you may apply during your senior year. Numerous local individuals and groups offer scholarship money to VUHS graduating seniors. Scholarship opportunities can be found by researching on the Web, and many are announced through the Guidance Office and then listed on the school’s website. We urge you to research scholarships and apply for them. Your school counselor also can help you with this process.

The FAFSA (Free Application for Federal Student Aid) is required by almost all colleges who administer student financial aid and scholarships. Paper copies will be available in the Guidance Office around mid-December. The FAFSA cannot be filed until after January 1. Also plan to file the Vermont Grant Application. All these forms can be accessed through the VSAC website at [www.vsac.org](http://www.vsac.org). If there is interest, VSAC will send a representative to our school in January to help you and your parents file the FAFSA and Vermont Grant Application. Some colleges require additional institutional forms and/or the CSS Profile—check with the college to see if they require these forms. Your school counselor is also an important resource.

• ***How do you start a career right after high school?***

Some students want to get into the work force right after graduating from high school, and what you take in high school can help you be successful in the world of work. You need to keep an open mind about learning new skills through your adult years and be ready to change as technology and the work place change. One option is to enroll in our School to Work offering with Mr. West. This course allows you to try out a career field while earning credits at VUHS. See page 22.

ASVAB The Armed Services Vocational Aptitude Battery is a test offered in conjunction with local Armed Services recruiters. This examination offers you keen insight into your areas of strength and how they will best serve you in the world of work. Recruiters will more fully help you understand how your ASVAB scores qualify you for different careers within the various branches of the Armed Forces.



**The Patricia A. Hannaford Career Center** (HCC) (See pages 36-38) in Middlebury offers juniors and seniors career and technical studies. By junior and senior year, you may be mature enough to benefit from career and technical programs and you will have had the opportunity to fulfill many of your high school graduation requirements before entering HCC as a junior or senior. HCC course offerings are briefly described at the back of this booklet and detailed information is available in the HCC course of studies available in the Guidance Office and at their website <http://hannafordcareercenter.org>. Apprenticeship options are available through some of the programs at HCC. Upon high school graduation, you may continue in apprenticeship, working to earn your journeyman's license as you learn a skilled trade, many of which are now in high demand.

Special Pre-Tech Foundation courses at HCC and CAD Drawing offered at VUHS may be taken sophomore year. (See page 21 and 38)

If you attend HCC, you may be scheduled in several different ways, depending on the program and/or your individual preferences: full day for a half year, half day for a full year, full day for a full year. Depending on the program you choose and the length of time, you may earn academic credit while attending HCC. Please refer to the chart of applied and embedded credits on page 36.

Areas of study at HCC include programs in Agriculture, the Arts and Humanities, Business and Services, and Technology.

Transportation will be provided to and from the Patricia A. Hannaford Career Center each day. VUHS will provide midday transportation to and from the Center for those students with half-day programs.

In some cases, Vergennes Union High School students may pursue technical studies at other career centers, for example, in Burlington or Essex Junction. You must, however, provide your own transportation. Interested students should meet with their guidance counselor for more information.

([http://education.vermont.gov/new/html/pgm\\_teched/programs/location.html](http://education.vermont.gov/new/html/pgm_teched/programs/location.html))

**The Northland Job Corps Center** and Vergennes Union High School have entered into an agreement that allows for flexibility in dual enrollment. Depending on your high school schedule, you may be able to enroll in both our core curriculum and in a Job Corps career-training curriculum. This would allow you to earn a VUHS diploma and gain valuable career training simultaneously. (<http://jobcorps.dol.gov/centers/vt.htm#northlands>)

**How do you find employment opportunities?** You can get ready to take advantage of employment opportunities before you even graduate from high school. A successful Work Co-op placement can lead to work upon graduation. Hannaford Career Center students often have co-op opportunities through their programs there. Their instructors are valuable resources because they know the trade or business and the people in the trade or business. Your school counselor is also a resource for those who plan to enter the work force upon graduation.

**Apprenticeship** is a way to learn while you earn. If you enroll in an approved apprenticeship program, you work while you learn on the job, and in addition, you may attend some classes in the evening, depending on what you are studying. Some students start apprenticeship programs while still attending the Hannaford Career Center. The State of Vermont oversees approved apprenticeship programs.

**On-the-job training (OJT)** teaches you the skills you need to do a job, and in some cases, OJT allows you to update your skill levels as you advance in your work.

## **CAREER/TECHNICAL/BUSINESS**

This recommended curriculum is designed to prepare students whose interests and needs can best be met by enrolling in one of the programs offered at the Patricia A. Hannaford Career Center in Middlebury.

Students following this program of studies will be prepared to attend many four-year and most two-year colleges as well as certificate, diploma, and apprenticeship programs.

Recommended career, technical, and business curriculum:

### **Grade 9—Required**

World Literature (English)

1 Math

Universe, Earth, & Environment

World Cultures (Social Studies)

Health

Physical Education

9<sup>th</sup> Grade Techsploration

### **Recommended additional courses--**

2<sup>nd</sup> core science

Fine Art

World Language

2<sup>nd</sup> Math

Other elective

### **Grade 11-Required**

1 English

1 Math

1 Social Studies elective

### **Recommended electives -**

Hannaford Career Center

English elective

Math elective

Science elective

Social Studies elective

World Language

Other electives

### **Grade 10—Required**

American Literature (English)

1 Math

Living World and/or Space, Time, & Matter

U.S. History (Social Studies)

Physical Education

### **Recommended electives—**

3<sup>rd</sup> core science

Pre-Tech elective (1 semester)

Computer Applications

Foundations of Engineering/Architecture-CAD

World Language

Other Electives

### **Grade 12-Required**

1 English

### **Recommended electives -**

Hannaford Career Center

English elective

Math elective

Science elective

Social studies elective

World Language

Other electives

## **Section II—Choosing Your Courses**

### **• *What courses should I take?***

When you select courses, it is very important to give serious consideration to the following factors: your unique abilities, interests, strengths, and experiences; the future for which you would like to prepare; projected job growth or loss in your field; your desire for achievement, level of motivation, and values; your plans to pursue post-secondary education, apprenticeship training, or immediate work experience.

Since you eventually will enter the work force, you need to ask yourself what kind of work is interesting to you. Most jobs involve some combination of working with data, people, things, or ideas. Questions to ask yourself might include the following: Do you want to do work that helps others? Is earning a lot of money important to you? Do you prefer working outdoors or inside? Do you like working with your hands and seeing a product that you have made? Are you artistic? Do you like working with numbers, information, and data, or would you rather work with computers, tools and equipment, plants, or animals?

Select programs of study that best meet your needs and future goals. This selection process is extremely important and should be based not only on your desired goals, but also on realistic analysis of past performance, overall ability, motivation for success, etc. Our curriculum is designed to satisfy different educational objectives such as college preparatory, business, technical, and vocational. You are encouraged to tailor your program to meet your own individual needs and goals while satisfying graduation requirements.

**NOTE: Courses will be offered as staffing permits.**

• ***How do I request courses?***

1. Read the information in Section I—Planning for Your Future. Near the beginning of semester two Guidance counselors will distribute course request materials and discuss the school's offerings and what is necessary for various goals. You should evaluate your needs, interests, past performance, and goals. Discuss these with your parents and school counselor.
2. On a Course Request Sheet, you will select your courses and obtain department or teacher recommendation/approval for **all** Advanced Placement and music courses; also for Humanities, Study Skills, School-To-Work, the Challenge Program, and DUO Community Service Learning Program.
3. Take your Course Request sheets home to discuss your course requests with your parents/guardians and obtain their signed approval. Return the signed sheet to the Guidance Office as quickly as possible, and no later than the deadline.  
**NOTE**—All courses must have a minimum enrollment to be offered.
4. Once signed by parents/guardians, any further course changes must be approved by parents/guardians with the exception of students not meeting prerequisites. See course sequences below.

• ***Course Sequences (also see “Challenging a Course” on page 11)***

In most departments, courses follow a logical sequence, one serving as the foundation for the next. For example, before taking other art courses, you must successfully complete Basic Art. All world language and most mathematics courses are sequential. Prerequisites for each course are in the course descriptions. Your advancement to the next level course may require meeting course prerequisites. If prerequisites are not met, school counselors reserve the right to automatically change course requests.

**Section III—Earning Credits or Units**

• ***Year of Graduation***

You will proceed through school accumulating credits toward graduation. To be considered a senior, you must plan to graduate by June of your senior year and have a schedule that will allow you to meet all graduation requirements before the date of graduation.

• ***Exchange Students***

Exchange students are here to participate in a cultural exchange that broadens the world for both the exchange students and students at VUHS. In order to enroll, exchange students must have permission from the School Board. Regardless of their grade placement at VUHS, in most cases, they will be awarded a Certificate of Attendance when they leave. If they can show that they have met all VUHS graduation requirements, they may receive a VUHS diploma upon recommendation of the Superintendent.

Grade placement will depend on each exchange student's individual circumstances. However, grade placement generally will be tied to placement in the home school. For example, exchange students who have completed their home school program may be considered seniors here. Those who will continue to attend their previous school or one of a similar level after they return home, usually will be placed in our junior class.

• ***Part-Time, Full-Time Status***

Full-time status for students in grades 9-12 means taking at least 4 credits/units each semester at VUHS or taking 3.5 credits each semester if enrolled in a full-day program at Hannaford Career Center. You must maintain full-time status to participate in co-curricular activities and sports and to be considered for honor roll. If you are not taking a full-time schedule each semester, you must obtain written parental/guardian permission and file a part-time student status form also signed by your parent/guardian.

- ***Enrolling at Patricia A. Hannaford Center***

You earn credits toward graduation when you enroll in a Hannaford Career Center program. HCC programs have two levels, each worth three credits toward graduation. If you take both levels of an HCC course, you will earn six (6) credits toward graduation. HCC courses count toward your required elective credits, and in addition, some offer embedded academic credit that fulfills certain graduation requirements (see chart on page 36)

- ***Walden***

The Walden Program provides a unique learning experience rich in the humanities and in environmentally-based experiences. See the program description on page 32. You may earn eight credits each year that you participate in the Walden Program. Most students enroll in Walden for two years.

- ***Challenging a Course***

If you believe you have learned and can apply skills and knowledge encompassed in a course and can meet Grade Expectations for that course, you may challenge the course by arranging to demonstrate your knowledge and ability to the department coordinator prior to the beginning of the course or within 5 days of starting the new course. (To look for Grade Expectations, go to [http://education.Vermont.gov/new/html/pgm\\_curriculum.html](http://education.Vermont.gov/new/html/pgm_curriculum.html).) If you successfully challenge a course, you move on to the next level in the course sequence, but you will not receive a grade or credit for the course you successfully challenged.

- ***Designing an Independent Study***

Independent study may be allowed in special circumstances with principal's approval. Talk to Mr. Webbley to discuss your independent study options.

- ***Taking a Middlebury College course and Other Post-Secondary Opportunities***

Some students may choose to take college courses while still in high school. You may want to do this in order to go beyond what we offer here at the high school level, to get a "taste" of college, or to pursue a special interest.

**Several of the programs at Hannaford Career Center** have college options built into them. For example, if you qualify, you can earn credits at the New England Culinary Institute (NECI) through the Culinary Arts program and credits at Vermont Technical College through the Diesel Tech program. Additional college options while in high school are also offered through other HCC programs.

**Middlebury College** offers a limited number of seniors the opportunity to take Middlebury College courses free of charge. In order to qualify, you must be ready to do college-level work, must have successfully completed the highest level available at VUHS course work in the area for which you would like study, and must meet other college requirements. A three- or four-credit college course will count as one credit toward high school graduation and will figure into the high school grade point average. Students, however, will receive no college credit from Middlebury College and should not plan to transfer the credit to another college. If you are interested in taking a Middlebury College course, make an appointment with your school counselor to get information about additional requirements and to apply. Generally, the application deadline is at least one month before the start of the college semester.

If you want to earn high school credit for work at **Community College of Vermont (CCV)** or other colleges, you need to get prior written approval from your school counselor before beginning the course or program and sign a release for the transcript to be sent from the school to the Guidance Office upon completion of the course. For seniors, the Guidance Department must receive the transcript at least two weeks before high school graduation. The grade will be figured into your high school GPA. You are responsible for any costs. If you would like to take CCV courses, you will be asked to take the Acuplacer at CCV. This test, which is free, will help you enroll in the correct level of courses.

- ***Taking high school courses through online course work or correspondence.***

If you plan to earn high school credit for work done through a high school correspondence course or an on-line course, you must get prior written approval from the Director of Student Support Services. Such courses would normally be taken because you are unable to take the course here and/or your schedule does not allow you to take the course(s) here. No more than three credits of correspondence school may count toward graduation. It is your responsibility to pay for correspondence school credits, to have the transcript sent to the Guidance office upon completion of the course, and in the case of a graduating senior, to have the correspondence school transcripts sent so that proof of completion of the course is known at least two weeks before graduation. Grades of 70 and above will be considered passing.

- ***Northland Job Corps***

You can earn credits toward graduation at the Northland Job Corps while working on your high school diploma. See page 8 for more information on this option for earning credits.

- ***Early Graduation***

Vergennes Union High School neither promotes nor encourages graduation in less than a traditional four-year program. However, in cases where you have special circumstances, you may seek approval of an early graduation plan. The Principal and Director of Student Support Services, on a case-by-case basis, will consider requests. If you plan to graduate in three years, make an appointment with your school counselor, if possible, by June of your sophomore year, to discuss this option, check your credits, and look at the pros and cons of early graduation. If you plan to graduate early, be aware that your diploma will be awarded at the time of the annual graduation ceremony. If you graduate early, you will be eligible to receive graduation awards and scholarships.



## **Section IV—Other Grade Related Information**

- ***Incomplete Grades***

When you earn a grade of “Incomplete” (INC), it is your responsibility to follow through and complete all work within 10 days after the end of each marking period. Incomplete grades effect honor roll eligibility and may also effect participation in extra-curricular activities. After 10 days, teachers calculate your grade based on work completed, averaged in with work that you should have been completed and submit a grade in place of the “INC” in writing to the Guidance Secretary.

Exceptions to carrying an “INC” beyond 10 days are cases in which there are significant extenuating circumstances (for example, hospitalization, administrative permission, etc.).

- ***Honor Roll***

In order to be considered for the honor roll, you must be enrolled full-time. The honor roll is based on quarterly grades. If you have an “INC” grade at the time the honor roll is generated, you will not be eligible for honor roll. You qualify to be on High Honor Roll if all your grades are 90 or above. If none of your grades is below 80 and at least one is above 90, then you qualify for Honor Roll.

- ***Adding, Dropping, Withdrawing from a Course***

You may add or drop courses during the first five days of each semester, and no record of the changes will appear on your report card or transcript. This is a grace period during which you may make schedule adjustments. Your parent/guardian must approve schedule changes.

The term “withdraw” refers to your leaving the course after the grace period but before the end of the course. The grade “W” will be used when a student withdraws from a course under certain circumstances, such as due to events beyond his/her control or the course is not far enough along for the teacher to generate a grade.

The grade “WP” indicates that you withdrew from a course and were passing at the time of withdrawal. The grade “WF” indicates that you withdrew from a course and were not passing at the time of withdrawal. No numerical grade and no credit will be assigned to the grades “WF” or “WP,” and they will not affect your average. You need parental permission to withdraw from courses.

If you withdraw halfway through a one-semester, one-credit course (at the end of the first 9 weeks—at the quarter), you will receive your mid-point average for a grade and .5 credit if you are passing, or their mid-point average for a grade and no credit if you are not passing. Whether passing or not passing, the midpoint grade will affect your average.

If you continue into the second half of the course that meets daily and then withdraw before the end of the course, you will receive the mid-point average for a grade and .5 credit if you are passing or no credit if you are not passing, and then a “WP” or “WF” for the remainder of the course, depending on if you are passing or not passing at the time of withdrawal. Your midpoint grade will affect your average. The “WP” or “WF” will not affect your average. No quarter credits will be awarded.

# ART DEPARTMENT

*Basic Art is the prerequisite for further study in art. The following courses carry fine arts credit. These courses are designed to meet Vermont Framework Standards and National Arts Education Association Standards. Please direct questions regarding art selections to Mr. Spencer ext. 225 or Ms. Hammond ext. 224.*

## **FA810 BASIC ART** **1 Credit** **Grades 9-12**

Basic Art is designed to provide you with a working knowledge of the elements and principles of art as you apply to drawing, painting, and design. A variety of media is integrated, so you can experience and investigate the qualities, styles, and techniques associated with each medium. Projects may vary in difficulty according to your ability.

## **FA818 ADVANCED ART** **1 Credit** **Grades 10-12**

### **PREREQUISITE—Basic Art.**

Advanced Art offers an atmosphere where you can begin to focus on a particular medium for an extended period of time. Advanced Art is the next logical step for artists who wish to gain control over the technical and creative aspects of their favorite artistic tools and style. Students of Advanced Art should be self-motivated and wish to use project guidelines as a method of self-expression.

## **FA819 CIVIC/SOCIAL COMMUNICATION THROUGH VISUAL ART** **A or B-day .5 Credit** **Grades 9-12**

### **PREREQUISITE—Basic Art.**

This art course will help the you understand current issues facing society and foster social responsibility through the creation of artistic works. You will research and discuss various artists, both current and historical, who have created artwork with civic/social messages. You also will be required to read and discuss current periodicals and newspaper articles to develop opinions. Using this research and discussion, you will respond visually through your own works of art that have “Social Reform” as a basis for subject matter. You can work with the instructor to choose media and style. Graphite, colored pencil, and acrylic paint are the instructor’s forte and will be the most likely media choices.

## **FA820 CREATING ARTISTIC AND ELECTRONIC PORTFOLIOS** **A or B-day .5 Credit** **Grades 10-12**

### **PREREQUISITE—Basic Art.**

In this course you will utilize class assignments in combination with existing artistic works to create electronic and physical portfolios. This portfolio could be used for college admissions or for acceptance into an arts school. This class will guide you in the development of observational drawings, design/composition skills, and creative problem solving. You will also learn to digitally document art and present your work in a digital and physical manner. You may attend National Portfolio Day in the fall where various college representatives view artwork, offer critique, discuss college plans, and share information about your schools.



# BUSINESS and INFORMATION SYSTEMS/ TECHNOLOGY EDUCATION DEPARTMENT

Courses offered through this department will help you achieve individual goals in your home, workplace, or college environment. For example, word processing is now a necessary skill with the increasing popularity of computers. Whether you are preparing for a business career, seeking a position directly after high school, or planning to attend a two or four-year college, you should be enrolled in an Information Systems course. One-half unit of technology is required for graduation. The following courses carry technology credit with the exception of Business Law and Financial Survival. Technology credit can also be earned through Patricia A. Hannaford Career Center.

Please direct all questions regarding Business and Information Systems/Technology Education selections to Mr. Paquette ext. 241.

## **TE500 9<sup>th</sup> GRADE TECHSPLOATION A or B-day .5 Credit Grade 9**

This course will be in two parts. 1. In the keyboarding portion, students will develop your speed and accuracy to at least 40 words per minute with 90% accuracy. If you are already at this level, then this course will allow you to improve your speed and accuracy. 2. The research portion of this course will teach you to effectively use search engines and Meta search engines, and to perform advanced searches. You will discover ways to judge the validity of a website and learn how to properly cite electronic resources.

## **TE550 WORD PROCESSING A or B-day .5 Credit Grades 10-12**

This course is designed to enhance the skills of touch typing and expand the knowledge of Word, Excel, and Publisher through the use of Microsoft Office Suite 2003. Upon completion of this course you will be able to touch type at the speed of at least 40 wpm with five or fewer errors and use Word to change fonts, use symbols and clip art, create columns and tables, and produce multi-page documents. In Excel we will use formulas to calculate and charts to give a picture of our data. Publisher will give us the tools to create professional looking newsletters, invitations, brochures, flyers and many other publications. This course is a must for those who desire to be one step ahead of their competition, whether applying to a school of higher learning or for employment. Grading is pass/fail.

## **TE557 COMPUTER APPLICATIONS A or B-day .5 Credit Grades 11-12**

**PREREQUISITE—Successful completion of Word Processing, upper class status, or teacher approval.**

This course is designed to provide you with a working knowledge of desktop publishing programs including, but not limited to, Microsoft PowerPoint, Publisher, and FrontPage. You will use software and internet resources to create several projects throughout the semester.

## **B-552 BUSINESS LAW 1 Credit Grades 11-12**

Will you be purchasing a car or renting an apartment? Would you like to have your own credit card? Are you interested in knowing your legal rights as a minor and citizen? This course is designed to give you an understanding of the legal aspects of personal and business activities. Through field trips, case studies, simulations, mock trials, and guest speakers, you will be better equipped than most individuals to recognize legal problems, engage in contracts, and utilize professional counsel. Whether you wish to be an attorney, to major in business at college, or to own your own business, Business Law is a course that no one should be without.

## **B-553 FINANCIAL SURVIVAL 1 Credit Grades 11-12**

This course deals with information that you need to understand before you graduate. Topics will include the following: credit cards, credit reports and scores, credit fraud, the Stock Market Game, taxes, recession, inflation, CPI (Consumer Price Index), GDP (Gross Domestic Product), etc. Saving, investing, and purchasing a car also will be studied. Guest speakers will present on many of these topics. In order to be better citizens, you need to understand how to handle your financial responsibilities.

**SEE ALSO Pages 21 and 38 for additional technology opportunities, including CAD drawing at VUHS.**

# ENGLISH DEPARTMENT

*The four-year program in English at Vergennes Union High School offers you opportunities for reading, writing, and conversing to strengthen communication skills, to foster personal development, to encourage life-long learning, and to support the Mission Statement of our school. In partnership with parents and staff, teachers will work to support and challenge you to meet the Vermont State Standards and Grade Expectations for effective communication, to study literature and writing, and to meet our school's graduation expectations. Courses in this department carry English/Language Arts credit unless noted otherwise. World Literature and Composition and American Literature are required for all students unless there are extenuating circumstances involving the principal, the student's guidance counselor, the English Department Coordinator, and the classroom teacher.*

*Freshmen will take World Literature and Composition, an A or B-day, 2 semesters*

*All sophomores will take American Literature and Composition*

*Beginning one's junior year you may—with guidance from English teachers—select from the following menu of offerings.*

One credit courses available to juniors and seniors 2008-2009:

- *Voices*
- *British Literature and Composition (strongly recommended for college)*
- *Advanced Placement Literature & Composition (strongly recommended for college)*
- *Skills in Communication*
- *The Novel and College Composition*

Half-credit courses (A or B-day) available to juniors and seniors 2008-2009

- *Visual Literacy*

*We encourage students who are bound for college or a career in business to take Speech as an elective, but neither counts as an English credit (see miscellaneous section page 21).*

*Please direct questions regarding English selections to Mr. Steen ext. 233 and the English teachers.*

## **E-009 WORLD LITERATURE AND COMPOSITION    A or B-day    1 Credit    Grade 9**

This course examines world literature to develop your understanding of how text reveals different cultural attitudes and perspectives. The literature complements the freshman history course, World Cultures. In addition, you develop an understanding of how you are empowered when you develop the ability to analyze. This growing analysis leads you to understand how the study of diverse perspectives can empower the development of your own sense of self. Written instruction focuses on clarity, thematic development, and description. Grammatical instruction focuses on sentence crafting and the basic parts of speech.

## **E-010 AMERICAN LITERATURE AND COMPOSITION    1 Credit    Grade 10**

American Literature is the Grade 10 literacy course. As readers and writers, it is crucial to recognize the idea of place and how that affects interpretation, the development of ideas, and why we write what we do. American Literature explores the foundation of the American experience through this study of "sense of place." This course blends the study of literature, writing, grammar, and reading. The primary focus is on the writing process while exploring a literature-based curriculum. You participate in the stages of prewriting, outlining, drafting, revising, proofreading, and sharing their writing with others as part of a literate community.

## **E-011 VOICES IN LITERATURE    1 Credit    Grade 11-12**

This writing-centered, upper level course offers you the opportunity to explore textual experiences through an extensive study of literary "voice." Recursive units ask you to make meaning from a variety of texts, fiction and non-fiction, and to create and present texts of your own including dramatic performances, film storyboards, analytical essays, historical investigations, and various other creative writing pieces. The course includes the study of novels, plays, poetry, short stories, essays, drama, film, and television.

**E-030 SKILLS IN COMMUNICATION****1 Credit****Grades 11-12**

Skills in Communication will focus on reading and career writing skills. You will read from a variety of literary works and will explore the fundamentals of writing. Emphasis will be placed on improving communication skills. Course time will be provided for reviewing vocabulary and basic grammar skills. Recommended for career-bound seniors and students who need additional work in basic skills and communication.

**E-031 BRITISH LITERATURE****1 Credit****Grades 11-12**

This course drives you to examine the timeless themes running throughout the evolution of British literature. Concepts of good versus evil, carpe diem, love, the female voice, British imperialism, corruption of power, and beauty and the sublime are all discussed with respect to literature, comparative analysis, and philosophical theory. Classroom participation and motivation are essential to this course. Strongly recommended for the college-bound junior or senior.

**E-040 VISUAL LITERACY****A or B-day****.5 Credit****Grades 11-12**

Visual Literacy is an introduction to the nuances of film narrative and technique. You will acquire an understanding of the terminology and philosophy of visual text through the critical analysis of film, television, still print, and IT sources. The course will emphasize the analytical process through writing and storyboarding, as well as offer students the chance to create various visual texts.

**E-041 THE NOVEL/COLLEGE COMPOSITION****A or B-day****1 Credit****Grades 11-12**

The Novel will teach you to be responsible for the development of critiques on contemporary issues through selected readings. Class discussion is essential and short response papers will be required. Author's purpose, character development, setting, tone, and other characteristics of the novel will be examined and compared.

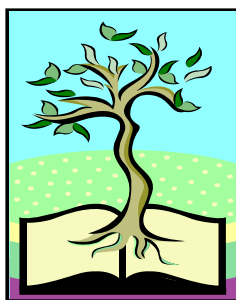
College Composition makes use of the writing process. You will focus on seven strategies of expository writing: description, process analysis, comparison/contrast, division/classification, analysis of cause and effect, argumentation, and proof by example. You will also write and polish college application essays. You will not only develop a portfolio of your expository writing, you will learn and apply techniques of analysis and critique in order to strengthen the in-class feedback process.

**E-029 HUMANITIES****1 Credit (counts as English or social studies credit)****Grades 11-12****PREREQUISITE - Permission of teacher.**

This interdisciplinary course empowers you with knowledge of humankind's quest for truth, beauty, and excellence. You explore diverse cultures throughout history by examining art, music, philosophy, and literature. It is the instructor's hope that you will develop an enriched understanding of human pathways as a means to understanding yourself.

**E049A&B ADVANCED PLACEMENT LANGUAGE AND COMPOSITION****A or B-day, 2 semesters .5 credit per semester Grade 11-12****PREREQUISITE: Successful completion of summer reading assignments and acceptable performance on the assessment of the summer reading assignments. Teacher permission.**

The AP Language and Composition course emphasizes the expository, analytical, and argumentative writing that forms the basis of academic and professional writing as well as the personal and reflective writing that fosters the development of writing in context. The course proposes to enable you to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.





# MATHEMATICS DEPARTMENT

*The Mathematics curriculum at V.U.H.S. provides a variety of courses stressing the Grade Expectations for The Vermont Standards Vital Results and Fields of Knowledge. The department offers a program of sequential instruction that addresses all mathematics standards 7.6-7.10. The mathematics curriculum also involves meeting the standards in communication, reasoning, and problem solving. Teacher permission is required for all math course requests. Most four-year colleges require or prefer successful completion of Integrated Mathematics I—III. Please direct all questions regarding math selections to your math teacher or Mrs. Ambrose, at ext. 230.*

## **M212A&B PRE-INTEGRATED MATHEMATICS      A or B-day      1 Credit      Grade 9**

This course is intended for students who need basic skill practice before entering Integrated Mathematics I. This course emphasizes number theory, geometry, proportional reasoning, percents, and an introduction to algebraic equations.

## **M222A&B INTEGRATED MATHEMATICS I-Y**

**A or B-day 1<sup>st</sup> semester for .5 credit/ and meets every day, 2<sup>nd</sup> semester for .5 Credit      Grades 9-10**

**PREREQUISITE - Pre-Integrated Math teacher recommendation.**

**Integrated Math I or I-YA&B is required for graduation.**

This course takes place over two semesters and covers the same mathematics content as the semester course, M-226 Integrated Mathematics I, described below. It is intended for you, if you need or want to study a significant number of concepts covered in M-226 at a slower pace.

## **M-226 INTEGRATED MATHEMATICS I      1 Credit      Grade 9**

**Integrated Math I or I-YA&B is required for graduation.**

Integrated Math I is a first level course in a core curriculum of high school mathematics. You will explore topics in algebra, geometry, trigonometry, data collection and analysis, probability, and computing. Included will be the study of patterns, geometric figures, graphs, algebraic functions, real numbers, equations and inequalities, variation, ratios, and models of linear equations. There will be emphasis on problem solving and applications to problems in daily life and careers.

## **M-231 INFORMAL GEOMETRY      1 Credit      Grades 10-11**

**PREREQUISITE –Integrated Math I or I-YA&B.**

This course is designed to help meet the Geometry Standards and Grade Level Expectations. Geometry topics that will be covered include the following: angles, polygons, polyhedrons, triangles, congruency, parallel lines, properties of quadrilaterals, Pythagorean theorem, perimeter, area, similarity, right triangles, circles, area and volume of prisms, and constructions.

## **M-229A&B INTEGRATED MATHEMATICS II-Y      A or B-day      .5 credit      Grade 10**

**PREREQUISITE -Integrated Math I-YB or Integrated Math I.**

This course takes place over two semesters every other day and covers the same mathematics content as the semester course, M-227, described below. It is intended for students who need to study a significant number of concepts covered in this course over a longer time period.

## **M-227 INTEGRATED MATHEMATICS II      1 Credit      Grade 10**

**PREREQUISITE -Integrated Math I-YB or Integrated Math I.**

Integrated Math II is a second level course in a core curriculum of high school mathematics. Integrated Math II builds on the mathematic topics and problem-solving techniques in Integrated Math I. You will explore additional topics in algebra, geometry, data collection and analysis, and geometric probability. The study of direct variation, slope, linear equations and inequalities, the Pythagorean Theorem, surface area and volume, quadratic equations and functions, models of variation and growth, linear systems, matrices and properties of quadrilaterals will be included.

**M-228 INTEGRATED MATHEMATICS III** **1 Credit** **Grade 11**

**PREREQUISITE -Integrated Math II-YB or Integrated Math II.**

Integrated Math III is the third level course in a core curriculum of high school mathematics. Integrated Math III builds on the mathematical topics and problem-solving techniques developed in Integrated Math I and II. You will explore additional topics in algebra, geometry, trigonometry, data collection and analysis, and probability. The study of counting strategies, logic and proof, triangle relationships, functions, and problem modeling will be included.

**M-232 INTEGRATED MATHEMATICS IV** **1 Credit** **Grades 11-12**

**PREREQUISITE -Integrated Math III.**

Integrated Math IV is the fourth level course in a core curriculum of high school mathematics. Integrated Math IV builds on the mathematical topics and problem-solving techniques developed in Integrated I, II, and III. You will explore additional topics in algebra, geometry, trigonometry, data collection and analysis, and statistics. The study of exponential and logarithmic functions, sequences and series, polar coordinates and vectors will be included.

**M-233 PRE-CALCULUS** **1 Credit** **Grades 11-12**

**PREREQUISITE -Integrated Math IV.**

Topics will include the following: linear relations and functions; systems of linear equations and inequalities; polynomial and rational functions; trigonometric functions, graphs, identities and equations; conics; exponential and logarithmic functions; and complex numbers. Pre-Calculus will expose students to a broader range of mathematics and examine real world applications.

*If enrollment and teacher availability permit, it is the math department's intention to run AP Statistics yearly and AP Calculus every other year. Students are advised to plan accordingly and to contact Mrs. Ambrose with any questions. This rotation will begin in the 2009-2010 school year.*

**M260A&B ADVANCED PLACEMENT STATISTICS**

**1<sup>st</sup> semester 1 Credit; 2<sup>nd</sup> semester for .5 Credit** **Grades 11-12**

**PREREQUISITE-Integrated IV. This course can be taken simultaneously with Pre-Calculus.**

This course is designed for the you if you are interested in pursuing a career in natural science, social science, engineering, mathematics or any other career that involves performing research and/or interpreting research results. The purpose of the course is to introduce you to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The emphasis of this course is on the use of graphical and numerical techniques to study patterns, experimental design, probability, sampling distributions, and statistical inference. You are encouraged to have your own graphing calculators.

**M219A&M220B ADVANCED PLACEMENT CALCULUS AB**

**1<sup>st</sup> Semester 1 credit; 2<sup>nd</sup> semester .5 credit** **Grades 11-12**

**PREREQUISITE - Integrated Math IV and Pre-Calculus. Problem-Solving recommended. Summer assignments will be required.**

This course is designed for you if you are planning a career in science, mathematics, or engineering. Topics focus on advanced algebra, limits and continuity, concepts of a derivative, derivatives of functions and applications, integrals, area and volumes of revolution. You are encouraged to have own your own graphing calculators.

**M221S CONSUMER MATH** **1 Credit** **Grades 11-12**

**PREREQUISITE – Integrated Math I or I-YA&B.**

This course is designed to provide practical mathematics to prepare you to be competent consumers. Topics include transportation, food, clothing and housing costs, budgeting, financing, insurance, investment, taxation, probability, and statistics.

**M-235 PROBLEM-SOLVING TECHNIQUES** **1 Credit** **Grade 11**

This course is designed to review skills and concepts in arithmetic, algebra, and geometry. These skills and concepts are then used to solve problems individually and in groups. The development of critical thinking and problem-solving strategies is stressed throughout the course. Because solving SAT questions will be practiced and analyzed, this course is recommended for juniors who plan to take the SAT/ACT in the spring of their junior year.

# MISCELLANEOUS

## **TE606 FOUNDATIONS OF ENGINEERING/ARCHITECTURE-CAD 1 Credit Grades 10-12**

This course, taught at VUHS, immerses you in an environment of several branches of engineering, including electrical, mechanical, structural and architectural. The course is taught utilizing a multi-disciplinary approach incorporating math, science, CAD systems, and design. This course can be used to link to other career and technical programs at HCC, such as Industrial Design and Fabrication, Construction Technology, and Pre-Engineering/Architectural Drafting. Questions contact [pjensen@anwsu.org](mailto:pjensen@anwsu.org).

## **B-845 SPEECH A or B-day .5 Credit Grades 9-12**

Speech introduces you to spoken communication as well as oral interpretation, and helps you develop a genuine desire to speak in public, both for enlightening others and for personal pleasure. It will also strive to set aside the fear of public speaking and replace that fear with the confidence of using speaking as a tool for learning as well as an implement of communication. You are required to give four major speeches.

## **E-042 SAT/ACT PREPARATION A or B-day 1 Semester .5 Credit Grade 11**

This course is designed to prepare you for the verbal SAT and ACT portions. Course work will focus on etymology, vocabulary, essay writing, general test taking skills, and time management. Each student will develop an individualized study system by exploring several different learning strategies.

## **B850/B851 DRIVER EDUCATION .5 Credit**

**PREREQUISITE - Students must be 15 years of age and hold a valid learner's permit BEFORE the class begins. Priority for enrollment is given to students who request the course during spring course request period according to birthdate and seat availability.**

The Driver Education program includes at least 30 hours of class instruction and at least 6 hours of hands-on behind-the-wheel instruction. This course is based on a state-approved national curriculum and focuses on the following objectives:

1. To equip you with knowledge they can use to minimize your risk of crashing on the roadways. This includes making healthy choices, developing safe driving habits and skills, and developing pride in their performance.
2. To instill a sense of responsibility for your own safety and the safety of others while driving.
3. To develop the skills necessary to take the Vermont Driver's licensure test.

The more supervised driving teens get with adults, the less likely you are to crash once driving alone. That is why the Department of Motor Vehicles requires you to drive 40 hours with a parent or adult supervisor and six hours with a licensed teacher in Driver Education, before obtaining a driver's license. It is important that parents/guardians get out on the roads with you as much as possible before the course begins. (I recommend a parking lot for starters!) The more driving you get with parents/guardians before the course starts, as well as during the semester, the more easily you are able to learn and perform more complicated maneuvers once in the class. Other questions regarding driver education should be directed to Sandy Chicoine ext. 275.

**It is extremely important that you be fully committed to taking Driver Education when signing up for the course. There are many students on the waiting list, and if you are unsure about taking the course, and you transfer out of it at the last minute, you are making it difficult for others to get into the class.**

**Please call Angie in the VUHS Guidance Department (877-2567 x3) to give her your permit number at least three weeks before the start of the scheduled semester.**

Driver Education manuals are available in the Main Office at the high school.



**PREREQUISITE—Teacher permission required.**

This program is open to students in grades 10-12 who are at least 16 years old and who would like hands-on work experience in a field in which you have a special interest. This program gives students who are college bound or planning to join the work force after graduation a chance to see what your chosen field is really all about. Placements are made on an individual basis. You should see Mr. West before enrolling in this course to discuss your interests and options. Mr. West will make appropriate arrangements with prospective employers. In this program, you may accept no monetary compensation for your school-to-work employment. You will attend class as required by the teacher and will be required to complete a portfolio. Grading is pass/fail.

**B-570 DUO- Community Service Learning Program (up to 1 elective credit per semester ) Grades 9-12****See Mr. West. Teacher permission required.**

Do Unto Others (DUO) is a service-learning program which enables you to receive academic credit for working and learning in the community and school. You choose your own areas of interest and select a DUO site with the help of Mr. West, the Coordinator of Career Development and Applied Learning, who monitors and evaluates your progress. Placements are many and varied. They include VUHS, local elementary schools, non-profit and government offices and programs, businesses, art programs, etc.

To participate in DUO, **you must complete an application** and meet with Mr. West. Following an initial interview, you develop a schedule of participation. You keep a log of the hours you spend at your DUO site, and each quarter you participate in a block-long reflection discussion group about your program. Credit is awarded based upon time spent, as well as completion of these other elements of the program. The rule-of-thumb is that for each 60 hours of service learning, you receive one-half elective credit on a Pass/Fail basis.

The following DUO options are available:

**Community Service**

Examples of community service include volunteering at The Lake Champlain Maritime Museum, working at the John Graham Center, regularly visiting nursing home residents at local private nursing homes or Porter Hospital, as well as volunteering at The Vergennes Animal Hospital. Both short-term and long-term placements are available.

**Student Mentoring**

Those who like to work with younger students may serve as an older mentor to an individual student, playing games and engaging in activities with him/her. Some student mentors take on a role in the student's learning program, reading to the younger student or helping with class work or homework. Placements are available at each of the district elementary schools, as well as at some local day care facilities and nursery schools.

**Peer Tutoring / In-School Volunteer**

There are many opportunities for DUO volunteers to serve the school community, and new ways are always being created. Some of the roles that students have fulfilled include: library circulation assistant, computer lab aide, science lab aide, audio-visual assistant, secretary's assistant, and peer tutor in the learning centers or library.

**B900 CHALLENGE PROGRAM (credit by arrangement)****Grades 11-12****PREREQUISITE—A high level of competence in a particular area and the ability to be self-directed and to use time wisely, a written proposal on why you want to pursue this program, and an interview to be accepted into the program. Approval by Mr. West is required.**

This is a program for students who want to be challenged beyond the typical classroom setting. Mentors will work with you individually to set up a learning experience that will challenge you in a particular area of your interest. You may use resources both in and outside of the school building. You must complete a proposal and be interviewed before being accepted into the Challenge Program. You will attend class as required by teacher. Oral and written presentations will be required at the end of the project. Length of program and number of credits are negotiable with teacher.

Questions about School-to-Work, DUO or Challenge, to Dennis West ext. 214.





**FA-801 VOICE CLASS** A or B-day .5 Credit Grades 10-12

**PREREQUISITE - One year Concert Choir or by permission of teacher.**

This course is designed for students who wish to improve their vocal technique. You will explore aspects of good posture, diction, breathing and tone. You will study solo repertoire and prepare for District, All State, and/or New England auditions. You will also study sight singing.

**FA811 PIANO CLASS I** A or B-day .5 Credit Limited to 5 students Grades 9-12

This class is designed to provide introductory piano lessons to students in a group setting. No prior experience is needed. You will learn fundamentals of piano technique and music theory through individual and group instruction.

**FA PIANO CLASS II** A or B-day .5 Credit Limited to 5 Students Grades 9-12

**PREREQUISITE: Piano Class I**

This class is a continuation of Piano Class I. You will further refine your piano technique and will continue to study music theory.

**MUSIC THEORY/HISTORY I** 1 Credit Grades 10-12

**PREREQUISITE – Teacher permission.** This course explores the basics of music theory including major, minor and chromatic scales, intervals, triads, composition, transposition, and chord analysis. You will also explore ear training including rhythmic and melodic dictation, and sight singing. The class will delve into music history from the medieval, renaissance, baroque and classical periods. You will also have the opportunity to compose, utilize piano keyboards and make use of the Finale note writing software.

**FA812 COMMODORE SINGERS** .5 Credit (year long) Grades 9-12 by audition only

**PREREQUISITE – Audition required. This course is not offered during the regular school day.**

The purpose of this course is to study and perform more advanced music designed to be sung by a small ensemble. You audition for this group of 12-20 members. They rehearse a minimum of twice weekly at 7 a.m. before school with some evening and/or weekend rehearsals and have additional performance requirements in addition to VUHS concerts. Ideally you are also in the Concert Choir.

**FA-830 THEATRE ARTS** 1 Credit Grades 9-12

**PREREQUISITE – Teacher permission.** This course will focus on drama as a unique form of creative expression. A workshop approach will be used to increase student comfort with playwriting and acting. You will work on their acting through established plays, acting games, and their own writing.

# SCIENCE DEPARTMENT

Traditionally, science teaching has been concerned only with matters of fact and how new knowledge is discovered and validated. Much of what we do fits this traditional mold, but there is a difference between acquiring knowledge and being able to use it. Our goal is to promote scientific literacy. That literacy is viewed in two parts. One is acquiring the intellectual skills and knowledge of science and technology, and the second is using that knowledge in situations that require an understanding of science and technology. Our tomorrow is a highly technological society. You will need to know the laws and facts that make up science and technology, AND you will need to understand the influence of science on social, political and economic processes as well.

**Please direct all questions regarding science selections to Ms. Thompson and science teachers, at ext.222.**

**You must take three required core courses – Universe, Earth and the Environment; The Living World; Space, Time and Matter.**

As described below, each of these courses will focus on different science content. However, in a number of important respects, the three courses will be similar. They will all consist of units designed to enable you to achieve specific science process standards involving inquiry, experimentation and theory (*Vermont Standards 7.1 through 7.5*). They will all offer you feedback on your progress using a standards-based reporting system. In addition, **they are prerequisites for the more advanced courses** in Chemistry, Biology, Physics, Anatomy & Physiology, and Biotechnology, etc.

## **SC-303 UNIVERSE, EARTH AND ENVIRONMENT                      1 Credit                      Grade 9**

This natural science laboratory core course will examine our surroundings on a number of different levels. It will give students the opportunity to examine the earth, the solar system, and the universe in terms of the systems that characterize them, the forces that affect and shape them over time, and the theories and practices, past and present, that currently explain the nature of change. In the process, students will examine concepts involving natural resources, geologic change and origins of the universe. *Vermont Standard 7.15 Theories, Systems and Forces* and *7.16 Natural Resources*.

## **SC-304 THE LIVING WORLD    1 Credit    Grades 9-10**

**PREREQUISITE – Universe, Earth and Environment.**

The Living World is a standards-based biological science laboratory core course that will examine a number of fundamental principles of biology. Broad topic areas include similarities and differences among organisms, evolution, classification, and the interdependence of systems that sustain life. Students will also further their study of human body systems. *Vermont Standard 7.13 Organisms, Evolution and Interdependence* and *7.14 The Human Body*.

## **SC-302 SPACE, TIME AND MATTER    1 Credit    Grades 9-10**

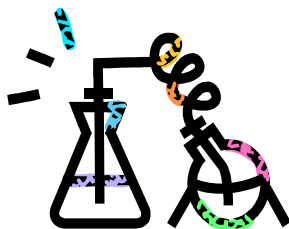
**PREREQUISITE – Universe, Earth and Environment. Recommended for students who have completed Integrated Math I or I-YA&B.**

This physical science laboratory core course is designed to cover such diverse ideas as energy, electricity and magnetism, force and motion and the structure and behavior of matter. The content will be presented in such a way as to identify and reinforce the relationship and interdependence of the above concepts. *Vermont Standard 7.12 Matter, Motion, Forces and Energy*.

## **SC-320 BIOLOGY    1 Credit    Grades 10-12**

**PREREQUISITE – Successful completion of the three core science courses.**

This laboratory course is an introduction to the concepts, processes, and experimental methods of biological science. The areas of study within the course are biochemistry, cell structure and function, genetics, and microbiology. Students are expected to perform a variety of tasks with a level of proficiency that exceeds what is expected in an entry-level course of study. Lab work, group work, and projects will be an integral part of this course along with class lectures and discussions.



**SC-313 CHEMISTRY****1 Credit****Grades 10-12****PREREQUISITE - Successful completion of the three core science courses and successful completion of, or concurrent enrollment in, Integrated Math II.**

Chemistry is a laboratory science designed for those who need a solid background in the fundamentals of chemistry either for the standard college introductory course or the chemistry required in health fields including medicine, nursing, or medical technology. The first half of the course begins with basic concepts concerning the classification of matter, atomic structure, the relationship between atoms, and the observable properties of matter. The second half of the course will investigate increasingly specific aspects of chemical behavior and chemical reactions. Laboratory work and group work will be integral parts of the course.

**SC-312 PHYSICS****1 Credit****Grades 11-12****PREREQUISITE - Successful completion of Integrated Math II (or permission from instructor) and the three core science courses.**

Physics is a lab-based science elective that provides a hands-on approach to a variety of topics such as: motion, energy, waves, electricity and magnetism, and thermodynamics. Topics are chosen by the students and instructor to focus on what has not been previously learned in Space, Time and Matter as well as student interest. Projects are student driven and are used to illustrate learning of a specific unit or topic. All work is designed to help students understand the fascinating world around them.

**SC318 A&B ADVANCED PLACEMENT BIOLOGY****A or B-day****Grades 11-12****PREREQUISITE - 80 or better in Biology and Chemistry or teacher permission. Summer assignments will be required.**

Advanced Placement Biology is a college level laboratory biology course taught in high school. The course will cover a very wide range of topics in great detail and thus will make demands of even the most dedicated students. In addition to reading a college-level text, you will be asked to write several short papers summarizing and evaluating some aspect of current biological research and do numerous laboratory experiments, including your own student-designed investigations. At the conclusion of the course, you will be urged to take the Advanced Placement Examination to determine whether you are eligible to receive college credit for their work. Students who elect to take the AP Exam will be responsible for the test fee.

**SC-311 ANATOMY AND PHYSIOLOGY****1 Credit****Grades 11-12****PREREQUISITE – Successful completion of Biology or permission of teacher.**

This junior and senior laboratory course prepares you for future studies in biology-related fields such as nutrition, physical education, physical therapy, medicine, etc. This course provides an in-depth study of the chemical and physical processes of the human body at various levels. The course utilizes a college level text, and you are expected to be able to read and synthesize information at that level. A variety of learning and teaching strategies are employed, and a high level of student commitment is necessary to successfully complete the objectives of this course.

**SC628 ANIMAL SCIENCE****1 Credit****Grades 10-12**

Animal Science offers instruction in systems, feeding, selection, care, and handling of animals. Taking Plant and Soil Science classes first would be beneficial for students for the nutrition and environmental needs of animals part of this course. Numerous field trips will be required so you will see firsthand how animals are raised and handled. There also may be the opportunity for you to work directly with animals. Parents signing for their student's enrollment in this course are giving permission for their student to participate in the required field trips. Animal Science offers knowledge in the following standards areas: investigation; theory; history of science; roles and responsibility; arithmetic, number, and operation concepts; organisms, evolution, and interdependence; theories, systems, and forces; the mammalian body; and natural resources.

**SC-634 BIOTECHNOLOGY** **1 Credit** **Grades 11-12**

**PREREQUISITE – Successful completion of Biology, be a junior or senior, and/or get permission of teacher.**

Biotechnology is an advanced biology laboratory course. Biotechnology is the use of living cells or parts of cells to make new products and/or solve problems. This relatively new and fast growing science can be applied to plant and animal agriculture, food processing, the environment, health care, the pharmaceutical industry, and many other areas too numerous to list. Instruction will include activities in DNA transformation, tissue culture, cloning, protein purification, electrophoresis of DNA, and much more. A few of the already numerous examples of how biotechnology has helped benefit us is the development of hormones that are exactly like the ones we produce; crops that tolerate disease, cold, and pests; crops with higher nutritional value and yield; and the development of naturally occurring pesticides and herbicides. Students interested in being on the “cutting edge” of investigating and discovering new procedures for solving problems should consider the field of biotechnology. Biotechnology will help you gain knowledge in the following standards areas: scientific method, investigation and theory; history of science, roles, and responsibilities; arithmetic, number, and operation concepts; matter, motion, forces, and energy; organisms, evolution, and interdependence; the mammalian body; theories, systems, and forces; and natural resources.

**SC-624 COOKING WITH SCIENCE** **A or B-day** **.5 Credit** **Grades 9-12**

**PREREQUISITE – Instructor permission—see Mr. Powers**

Cooking with Science will provide you with the opportunity to explore science concepts that are associated with the preparation of food. You will be responsible for scientific knowledge and inquiry that are contained within various Vermont Science Grade Level Expectations. The lab experiences that are associated with those concepts will be performed by preparing an array of food dishes on a regular basis. You will learn basic cooking techniques and make breads, soups, entrees, and a variety of ethnic dishes. Meal planning and effective food shopping techniques are included as well. You must be active and focused to succeed in this course.

**ENVIRONMENTAL GEOSCIENCE** **1 Credit** **Grades 10-12**

**PREREQUISITE: Completion of the three core science courses.**

This course provides you with the opportunity to explore the important systems and processes that shape our planet and influence our lives and the environment. In-depth study of the atmosphere, hydrosphere and lithosphere and their dynamics are some points of focus. Studies how natural cycles, as well as human activities, alter the planet make you aware of the importance of environmental stewardship. Stewardship may be explored through social, economic, and political perspectives. You will be required to complete a comprehensive study of a topic related to the course objectives as a final project.

**SC-621 PLANT SCIENCE** **A or B-day** **.5 Credit** **Grades 9-12**

**PREREQUISITE – Recommended prerequisite is soil science.** Growing plants is important for maintaining a bountiful source of food and fiber. In Plant Science, students will learn how to grow plants through greenhouse activities, trips, and class discussions. Studies also will include plant anatomy, functions of plant parts, and use of plants through floral arrangement. Plant Science would be helpful to students pursuing most careers in agriculture or interested in working with plants around the home. Enrolling in Soil Science first would be beneficial. Parents signing for their student’s enrollment in this course are giving permission for their student to participate in the required field trips.

**SC-623 SMALL ENGINES** **A or B-day** **.5 Credit** **Grades 9-12**

Small engines is a basic course that could be beneficial to anyone who uses engines for any purpose, such as driving a car. You will learn basic engine maintenance, operation, repair, and rebuilding skills. Activities will include taking engines apart, discovering how they work, finding problems, measuring, putting engines together, and making them run.

**SC-620 SOIL SCIENCE**                      **A or B-day**                      **.5 Credit**                      **Grades 9-12**

Soil is needed for all life, and the way we manage our soils could determine our prosperity. You will learn how to work with soil limitations for both agriculture and development in ways that will best conserve our environment. Studies will involve numerous trips into the field observing soil profiles, discovering the physical characteristics of soils, testing soils for nutrients, and finding the interactions between soils, elements and microorganisms. This is an excellent course for students pursuing agriculture, horticulture, forestry, construction, civil engineering and numerous other fields that work with our soils. **Parents signing for their student's enrollment in this course are giving permission for their student to participate in the required field trips.**

**SC-622 WELDING & ELECTRICITY**                      **A or B-day**                      **.5 Credit**                      **Grades 9-12**

Cutting and welding are used for the fabrication of most metal equipment. In this course, students will learn the basics of electric arc, MIG, gas welding, and gas cutting, as well as electrical wiring. These skills are used by those who work in the automotive field, equipment fabrication, construction, and even in the field of fine arts.

## **SOCIAL STUDIES DEPARTMENT**

*The Social Studies Department believes that you need to learn about the details and understand the concepts of the past in order to make connections to the present. It is essential that you acquire an in-depth knowledge of the people, issues, and events that continue to shape your lives and world. You will demonstrate mastery of each Unit's Overarching and Topical Questions, standards and Grade Expectations (GE) in World Cultures and United States History courses that are required for graduation. In addition to World Cultures and U.S. History, a third social studies course of your choosing is required for graduation. Please direct questions regarding social studies selections to Ms. Taylor, ext. 236 and social studies teachers.*

**SS-122 WORLD CULTURES**                      **A or B-day year long**                      **1 Credit**                      **Grade 9**

**Required for freshmen and for graduation.**

All citizens need a fundamental understanding of the major civilizations that contribute to our constantly changing world. For this reason, World Cultures is a required course in order to graduate from VUHS. Topics will focus on the different continents, patterns of global change, and finally, the modern world. We shall enrich the curriculum with art, films, hands-on projects, current events, and library research. A successful completion of a thesis paper is required.

**SS-109 UNITED STATES HISTORY**                      **1 Credit**                      **Grade 10**

**Required for graduation.**

This course will require you to use critical thinking skills in addressing the Overarching and Topical Questions. You will work individually and cooperatively, developing verbal, creative, literary, research, reasoning, and problem-solving skills. You will demonstrate mastery of the Overarching and Topical Questions in a final performance assessment.

**SS-115 PSYCHOLOGY**                      **A or B-day**                      **.5 Credit**                      **Grades 11-12**

This course is an introduction to the broad field of psychology and covers such topics as learning and cognitive processes, the workings of mind and body, life span, personality and individuality, psychological disorders and therapy, and social psychology. You will do several research projects on topics of their choice. This course should be of special interest to you if you are considering a career in nursing, human services, law enforcement, or teaching.

**E-029 HUMANITIES 1 Credit (counts as English or Social Studies credit) Grades 11-12**

**PREREQUISITE - Permission of teacher.**

This interdisciplinary course empowers you with knowledge of humankind's quest for truth, beauty, and excellence. You explore diverse cultures throughout history by examining art, music, philosophy, and literature. It is the instructor's hope that you will develop an enriched understanding of human pathways as a means to understanding yourself.

**GEOGRAPHY A or B-day .5 Credit Grades 10-12**

You will focus on the in-depth study of cultural diversity, relationships between humans and their environments, and the impact of technology on cultures. You will also analyze the physical, economic, and political relationships among the world's peoples. You will demonstrate your mastery through final performance assessments. Units will focus on covering each of the continents and will highlight at least two cultures.

**CIVICS AND CURRENT EVENTS A or B-day 1 Credit Grades 10-12**

Many Americans know less about what is going on in the world today than did previous generations despite the overwhelming amount of mass media available on a daily basis. This course will provide a systematic approach to analyzing the news and current events, and the impact of media in America and the world; analyze the founding principles and documents of American democracy; researching current issues provided by the news media; integrating technology in research. You also will have the opportunity to create community service projects.

**AP US HISTORY A or B-day year long 1 Credit Grades 10-12**

**PREREQUISITE - US History and teacher approval.**

This course surveys American history from the Age of European Exploration through the 1970's. The course will be taught chronologically and will address political, social, cultural, and economic history. Course goals are to study the content in detail, but also to develop and hone your abilities to analyze information, write with complexity, and conduct proper historical research. Summer reading and writing assignments are required.

**NATIVE AMERICAN STUDIES 1 Credit Grades 11-12**

The course provides you with in-depth learning opportunities of Native American cultures and requires you to use critical thinking skills in addressing the Overarching and Topical Questions. The course will focus on economic, social/cultural, geographic/environmental, scientific/technological, and political forces that affected these cultures past and present. Issues such as identity and interdependence, conflicts and conflict resolutions, human rights and diversity, and formal recognition will be analyzed. You will demonstrate mastery of the Overarching and Topical Questions in a final performance assessment.

## **WORLD LANGUAGES DEPARTMENT**

*The study of World Languages teaches the skills necessary to communicate in another language through speaking, listening, reading, and writing. Communication in another language promotes cross-cultural understanding and broadens students' social, travel, educational, and professional opportunities and expands your ability to participate in our global community. Please direct all questions regarding the World Language program to Mr. DeBlois ext. 244, French; Mrs. Kepes ext. 243, German; or Ms. Kirkaldy ext. 270, Spanish.*

**B401 FRENCH I 1 Credit Grades 9-11**

You will explore the four language learning skills of listening, speaking, writing, and reading. You will study present tense, regular and irregular verbs, adjectives, pronouns, prepositions, and other facets of grammar. You will work in small groups and with partners to encourage conversational skills. The study of geography, cultural exploration, and historical connections also support language acquisition.



**B409 GERMAN IV** **1 Credit** **Grades 10-12**

You should now be proficient in your listening, speaking, reading, and writing skills. You will read plays and various short books. The study of basic grammatical structures is completed and reinforced. You are exposed to a variety of activities designed to improve their speaking and comprehension ability.

**B410 GERMAN V** **1 Credit** **Grades 11-12**

You will continue to expand their knowledge of German vocabulary and grammar and improve your speaking skills. You will read short novels, plays, and stories and frequently write compositions.

**B411 SPANISH I** **1 Credit** **Grades 9-12**

You will begin to develop their mastery of Spanish grammar and vocabulary. You will develop basic conversational skills and be able to communicate about basic daily functions in the immediate past, present, and near future. You will also develop a cultural awareness that includes idioms and customs as well as the many countries and facets of the Hispanic World.

**B413 SPANISH II** **1 Credit** **Grades 10-12**

You will continue to develop your mastery of the grammar and vocabulary begun the prior year. You will discuss current topics of interest, give and seek directions, use a variety of verb tenses, express wishes and preferences, and discuss the future. Cultural studies will include a variety of Hispanic countries as well as youth-oriented themes such as sports, travel, music, and leisure activities.

**B415 SPANISH III** **1 Credit** **Grades 10-12**

You continue to develop your mastery of Spanish grammar and vocabulary. You focus on improving conversational skills. In both written and oral work, you will learn to express opinions, give and seek directions, and develop skills in mastering the sequencing of tenses. You also develop a cultural awareness that includes idioms and customs as well as the many countries and facets of the Hispanic World.

**B-416 SPANISH IV** **1 Credit** **Grades 10-12**

You focus on the study of the culture, people, art, music, history, sports, performing arts, architecture, literature, films and foods of Spain. We review and develop your mastery of Spanish grammar and its practical use in daily life situations. You will continue to polish your listening, writing, and speaking skills.

**B-417 SPANISH V** **1 Credit** **Grades 11-12**

This course focuses on mastery of listening, speaking, reading, and writing skills through a variety of media. The class reads and responds to short stories, excerpts from plays and novels, poems, songs, and articles from magazines and newspapers. There is a focus on current events in Spain and Latin America. Strong emphasis is placed on strengthening your reading and writing skills in addition to your speaking and listening skills.



**FOUNDATIONS IN SOCIAL SYSTEMS THEORY**                      **Social Studies**                      **1 Credit**

This course is an amalgam of political science, sociology, psychology, anthropology, history, philosophy, and current social issues. As you gather around the fire each day, you will be asked to discuss the current happenings of the world. Invoking a polemic style, Walden instructors will ask you to frame your understanding of contemporary social issues by seeing how they intersect with your culture, your society, and your own burgeoning sense of self. You will be continually pushed to understand the interplay between and among local, state, national, and international initiatives. You will be asked to look at how institutions and government impact the individual, and to develop an understanding about how the rights and roles of members of society have changed over time. For example, a conversation about political tensions in the Middle East might include a discussion about the historical tensions between the Israelis and their Arab neighbors. This in turn might lead to a conversation about the way that Muslims are portrayed in the media, which might in turn lead to a conversation about how religion is regarded within our own society. It is important to note that these conversations are designed to get you to ask questions about the world around them, without indoctrinating you into a particular belief system. Liberal and conservative perspectives alike will be challenged so that you are forced to articulate your own perspective and value system in an intelligent fashion and so you can understand how you fit within the political and social discourse of your community.

**FOUNDATIONS IN SOCIAL AND SYSTEMS THEORY - U.S. History concentration**                      **1 Credit**

This course contains all the requirements of the “Foundations” course with a particular emphasis on how social and political movements have impacted current United States policies. You are required to do two major research papers on an historical event and trace its impact to the present. You will also be asked to look at United States history from different sources and documents to understand issues of objectivity and subjectivity as they relate to the narrative of history.

**HEALTH & PHYSICAL EDUCATION**                      **Phys Ed**                      **.5 Credit Health/.5 Credit PE**

The outdoor component of the program allows you to regularly hike, ski, snowshoe, etc. Additionally, you will be encouraged to be physically active and to look at the relationship between your physical habits and your overall health. Regular discussions about choices with regards to eating, exercise, and substance abuse will give you a road map for creating a long-term commitment to physical health. Meal planning and nutrition are addressed though weekly community lunches.

**PROFESSIONAL INTERNSHIPS/APPRENTICESHIPS**                      **Elective**                      **1 Credit**

You are required to have a professional internship one day a week. This internship gives you a direct experiential understanding of the world and also allows you to develop real job skills that you will be able to apply toward future employment, if you so choose. Past apprenticeships have included work with organic gardens, trades and businesses, elementary education, writing, artists, and non-profit organizations.

**WEEKLY SEMINAR—NARRATIVE, CREATIVE, AND REFLECTIVE WRITING**                      **English**                      **1 Credit**

You will create narrative, creative, and reflective pieces that draw upon the diverse social, economic, and cultural elements of Burlington, Vermont. For one week’s writing assignment, you might be asked to observe someone’s walk. You will be asked to look closely at how the person moves and then try to make some creative inferential leaps about that person. You will then use this person as a model for a character study where you create a fictitious narrative account about who this person is. Another week, you might be asked to write a narrative reflection of your own perceptions about how the promise of American Democracy is evident as you observe a public protest or tour a homeless shelter for runaway youth. You would then formulate this into a series of reflective essays, while relating this to the philosophy of Thoreau. As you share your work with your peers, and through constructive group feedback, you develop an understanding of the revision process while participating in a literate community. You will gain a keen understanding of how the written/spoken word relates to your understanding and perception of the world.

## ELECTIVE COURSES (Credit Areas Noted)

### ADVANCED TOPICS IN ECOLOGY

Science

1 Credit

This course is designed for second year Walden students who have successfully completed the Ecology course and want to pursue the field in more depth. You work with teachers to develop individual research projects or advanced field studies focusing on the 230-acre classroom in Monkton. Previous projects have included various topics such as an investigation into duck habitat and the creation of viable nesting structures, environmental impact assessments of a wetland trail system, and a series of transects and maps documenting forest types.

### COMMUNITY COLLEGE OF VERMONT CLASS IN BURLINGTON

**NOTE--In order to receive high school credit and have the course appear on the high school transcript, courses must be pre-approved by the Director of Student Support Services and a transcript release form signed before the student begins the course.**

In the Walden Project you have the opportunity to further personalize and individualize your course of studies by enrolling in classes at the Community College of Vermont (CCV). You must first take the Accuplacer assessment to find courses that are appropriate for your academic abilities. Traditionally these have been classes in the arts, social sciences, science, and math and have included Introduction to Studio Arts, Introduction to Sculpture, Acting, Psychology of Dreaming, Foundations in Writing, Introduction to Business, etc.

### CONTEMPORARY AND MODERN LITERATURE

English

1 Credit

This elective class is designed to give you an understanding of each piece of literature as its own artistic statement, as well as its relationship to larger cultural currents of the late Nineteenth and Twentieth Century. Novels studied will include Dostoevsky's Crime and Punishment, Albert Camus' The Plague, Maxine Hong Kingston's The Woman Warrior, Alice Walker's The Color Purple, Aldous Huxley's Brave New World, Daniel Quinn's Ishmael, and Russell Banks' Rule of the Bone. Other genres, including plays, short stories, and essays, will be read by authors which include W.B. Yeats, James Joyce, H.D. Wells, Wilfred Owen, Leo Tolstoy, E.E. Cummings, Walt Whitman, Alan Ginsberg, Stevie Smith, Langston Hughes, Elizabeth Bishop, Gary Snyder, Henrik Ibsen, Dianne DiPrima, Edward Albee, Eugene O'Neill, Countee Cullen, Marianne Moore, Tom Stoppard, Walter Benjamin, Luigi Pirandello, T.S. Eliot, Margaret Atwood, Lawrence Ferlinghetti, C.S. Lewis, John Paul Sartre, and others. You are encouraged to create your own critical and emotional responses to these texts and share them. You will find an author in which you are particularly interested and do in an in-depth reading project which relates to your subject. In conjunction with our study of these works, Shakespeare's Hamlet and The Tempest may be studied to give resonance to the many literary allusions and to foster a sense of the timeless component of enduring works of literature.

### ECOLOGY

Science

1 Credit

**This course may be used to fulfill requirements for The Living World, a core science course.**

Through exploration, field science techniques, and hands-on learning initiatives, you investigate the layers that make up our Vermont landscape. Starting with local geological history and moving up through the soils, plants, animals, and atmosphere, you gain a broad understanding of our local environment and how human influence affects this landscape. In addition, you will learn to apply the basic principles of conservation science through authentic land-based projects. In the past, projects have focused on creating wildlife corridors, improving erosion control of river systems, removal of invasive species from wetlands and restoration of clay plain forest. In addition to group projects, you are expected to develop your own authentic monitoring or research project to broaden your skills and knowledge as field biologists. The last part of the course takes us away from the land and into the greater Vermont community. We examine a series of "green" solutions that are in place in response to various environmental issues. In the past we have focused on green building design and alternative energy strategies that have been working effectively in our community.

**MATHEMATICS****Math****1 Credit**

There are essentially four ways that you might meet your math needs through Walden. It should be noted, however, that the strength of the Walden Project lies in its delivery of the humanities and natural sciences. If you want an intensive higher-level math experience you are encouraged to take courses in the mainstream VUHS setting. The three math courses that are taught within Walden are Integrated Math I, Informal Geometry, and Math Applications. However, all three courses cannot be taught simultaneously, and therefore, the courses for the year will depend upon the needs of the student community. If the above methods of obtaining required math credits are not adequate, you may take a math class through Community College of Vermont. (See Community College of Vermont class in Burlington on page 36 in this section.)

**WORLD PHILOSOPHY, RELIGIONS, AND PSYCHOLOGY****Social Studies****1 Credit**

This course is a survey of some of the major questions that have intrigued humanity over time. By focusing on the thoughts of thinkers in diverse religious and social traditions, you will be continually engaging in discourse surrounding questions of being, truth, subjectivity, objectivity, epistemology, ethics, the mind, and other related topics.

Texts, thinkers, and ideas considered will be excerpted from the following: The Bible, Sartre, Camus, Heidegger, Freud, Chomsky, Dewey, Plato, Mencius, Aristotle, Lao-Tzu, Carl Jung, Ken Wilber, Kashmir Shavism, Walter Benjamin, Vedanta, Zen, John Searle, Jerome Bruner, Karl Marx, Reinhold Niebuhr, Chang Tzu, Emerson, and of course, Thoreau. As with the Foundations course, the emphasis in this course will be exposure to ideas rather than adoption of a particular point of view. Whenever possible, local “experts” in the community will be invited to participate in these conversations. It is worth noting that while technically part of the physics discipline, some attention will be paid to the basic questions posed in quantum physics, as they raise an important set of assumptions about humans and their relationship with the physical world.

Second year Walden students wishing to further deepen and personalize their core and elective requirements may engage in an individualized study in conjunction with the existing classes. Along with Walden staff, you will design a serious and well-articulated study plan that includes clearly defined goals and outcomes. These include the following:

- Advanced Topics in Social Sciences
- Advanced Topics in Humanities
- Advanced Topics in Literary Studies



## PATRICIA A. HANNAFORD CAREER CENTER 2007-2008 COURSE OFFERINGS

### Patricia A. Hannaford Career Center (PAHCC) Embedded and Applied Credits for Completion of Levels I and II

PROGRAM	ENGLISH	FINE ARTS	MATH	SCIENCE	SOCIAL STUDIES	TECHNOLOGY After completion of Level I only
Addison Repertory Theatre	1.0 applied per year	.5 per year				
Agribusiness Technology			1.0 applied	1.0		.5
Allied Health				1.0		
Automotive Technology			1.0 applied	1.0		.5
Business/Marketing/Finance			1.0			.5
Construction Technology			1.0			
Culinary				1.0		
Diesel PowerTechnology			1.0 applied	1.0		.5
Forestry&Natural Resources			1.0 applied	1.0		
Human Services					1.0	
Industrial Design/Fabrication			1.0			.5
Sustainable Landscapes, Food Production, Turf Management			1.0 applied	1.0		.5
Pre-Engineering/Drafting			1.0			.5
Video Tech Arts				1.0		.5
Pre-Tech Visual Communications		.5/sem				
Pre-Tech Intro to Technology			.5/sem.			

A PAHCC program that meets both semesters (full day) all year carries 6 credits. Programs that meet 1 semester (half year) OR mornings or afternoons all year, each carry 3 credits. Therefore, students who take levels I and II of the same program may earn a total of 6 credits.

NOTE Unless otherwise noted, applied and embedded credits are based on students' completing two levels of a program(s) that carries these credits. In programs where applied math is an integral part of the program, of the 6 possible credits earned for completing levels I and II, 1 credit will be for applied math and 5 credits will be for the program. Embedded credits will be listed separately on the transcript only if the student is using them to meet graduation requirements or requests that they be broken out of the 6 credits for levels I and II.

**PATRICIA A. HANNAFORD CAREER CENTER for 2008-09**

**For more information on these programs and the careers and other opportunities they lead to, visit our website at: <http://hannafordcareercenter.org>**

**Career and Technical Programs (available to 11<sup>th</sup> and 12<sup>th</sup> grade students)**  
**Prerequisite – 10 credits on VUHS transcript.**

**AGRIBUSINESS TECHNOLOGY** provides you with the skills and knowledge needed to own and operate an agricultural business. The basic principles of planning, managing, financing, marketing, and production of an actual short-term business based upon the Junior Achievement Company model. You are exposed to careers in animal production. You learn techniques for grooming, feeding, raising and caring for large and small animals.

**FORESTRY, CONSERVATION AND NATURAL RESOURCES** Units of study include: conservation practices; soil and water testing; land judging and surveying; computer applications; chainsaw/equipment operation and maintenance (backhoe, dozer, excavator, truck and trailer); wetland and waterfowl management; soils, aerial photo and topographical map interpretation; GIS; GPS; environmental laws, practices and permits; outdoor recreation and aquaculture. Sustainable use of our forest resources for timber, water, wildlife and recreation is the focus of this semester.

**SUSTAINABLE LANDSCAPES, FOOD PRODUCTION, AND TURF MANAGEMENT** You will be actively engaged in learning how to design and plant landscapes. State-of-the-art computer software will be used in the design work. You will also learn how to install and maintain sports turfs and golf courses. A third part of the program involves learning about traditional and organic food production and researching new local food crops for their sustainability.

**DIESEL POWER TECHNOLOGY** covers engines and fuel systems, power trains, and welding. You will learn gas and diesel engine overhaul skills needed to enter the field as an agricultural, industrial, and consumer products mechanic. Tractor trailer trucks and construction equipment maintenance are part of the course.

**BUSINESS, FINANCE, AND MARKETING MANAGEMENT** You explore financial, managerial and operational techniques used in a variety of businesses. You will have the opportunity to specialize in either Marketing or Accounting, and will develop a workable business plan choosing a business you may want to open some day.

**CULINARY ARTS** This class is an introduction to the food service industry focusing on the operation of the Glass Onion Restaurant. You will learn basic cooking skills and have experiences in dining room service, catering, cashiering and hosting are included. Emphasis is given to menu planning, costing, and kitchen management. You are given the opportunity to be certified in ServSafe, endorsed by the National Restaurant Association.

**HUMAN SERVICES** is designed for students pursuing careers in education, health care and social services. You will learn the fundamentals of human development, education, and caring for children, the elderly and disabled. The Human Services program operates its own preschool.

**HEALTH CAREERS** This program is designed to prepare you for further education and/or careers in the health care field through a combination of classroom, lab, and clinical work. Topics to be studied include human growth and development, anatomy and physiology, nutrition, medical terminology, CPR and emergency care.

**ADDISON REPERTORY THEATRE** program offers students an opportunity to create and run a theatre company. You are responsible for all aspects of production - technical, management, performance, research, and writing. Under the guidance of a theatre professional, visiting artists and special guests, students will produce a Fall and Spring season of shows for presentation in schools, theaters and public spaces throughout the county. Two tracks: Technical (AM) and Performance (PM).

**VIDEO TECHNOLOGY** Creating professional broadcast quality video for television and interactive multimedia CD-ROMs for computers, the Web and public exhibition is the basis of this artistic and technical program. You will learn to conceive, script, edit and produce video productions. Emphasis is placed on creative expression using computer/video technologies. You will also be introduced to multimedia (audio, video, and text presentations) design and some computer animation.

**AUTOMOTIVE TECHNOLOGY** This program provides you with a broad range of skills and knowledge necessary for technician positions in the automotive field. You will receive state-of-the-art training through theory lectures and lab experience. The course of study includes safety procedures; tools and equipment; fasteners and welding; mechanical and electrical systems; steering suspension; brake systems; and engine performance.

**CONSTRUCTION TECHNOLOGY** offers you the opportunity to build a modular house in the Building Lab. You will participate in every phase of construction, from the mortise and tenon joinery in the timber frame trusses to installing light fixtures. Students learn hand and power tool operation, blueprint reading, framing skills, window and door installation, and woodworking finish skills. The modular house uses the latest building techniques with an emphasis on energy efficient construction. You will work with local electricians and plumbers installing the plumbing and electrical systems.

**INDUSTRIAL DESIGN AND FABRICATION** You will learn the skills of fabrication by designing and building an operational solar car. You will have input into each aspect of design, purchasing, machining, construction and vehicle testing. You will learn machining, welding, soldering and brazing. You will learn about electrical motors, solar cells and batteries. You will have the opportunity to specialize in areas of design, machining, electronics, and computer programming.

**PRE-ENGINEERING/ARCHITECTURAL DRAFTING** provides college and technical school candidates the knowledge and technical drawing skills necessary for a sound background in architectural and mechanical drafting. You will prepare industrial drawings such as sectional assemblies and dimensioned working drawings. Use of the computer (C.A.D.) is an extensive part of this curriculum. The architectural phase consists of residential house design and the study of building materials used in house construction. Advanced topics in pre-engineering including gears, cams, welding drawings, electrical schematics and solid modeling. **Prerequisites: Foundations of Engineering/Architecture-CAD and Int. Math I or IY. Concurrent enrollment in Informal Geometry or Int. Math II or higher, is desirable.**

## **PRE-TECH FOUNDATION PROGRAMS (Available 10<sup>th</sup> grade students)**

**VISUAL COMMUNICATIONS** Design is all around us. In Visual Communications, you will learn the principles of design. You will create original two and three dimensional designs using traditional art materials and a variety of computer programs and technology, including Adobe Photoshop, InDesign, Illustrator, Final Cut Pro, digital cameras and scanners.

**INTRO TO TECHNOLOGY** This foundational course will offer you hands-on experience in automotive, construction, and manufacturing fields. In the automotive portion, you will learn the theory of reciprocating engines and gas and diesel engines. Safety with power tools, blueprint reading and simple construction will be covered during the construction portion. CNC programming, tools and tooling will be covered during the manufacturing section of the course.

**FOUNDATIONS OF ENGINEERING/ARCHITECTURE—CAD** This course, taught at VUHS, immerses you in an environment of several branches of engineering, including electrical, mechanical, structural and architectural. The course is taught utilizing a multi-disciplinary approach incorporating math, science, CAD systems, and design. This course can be used to link to other career and technical programs at HCC, such as Industrial Design and Fabrication, Construction Technology, and Pre-Engineering/Architectural Drafting.

