

2018-2019 Program of Studies

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## **INTRODUCTION**

### **MISSION STATEMENT & CORE BELIEFS of SPRINGFIELD SCHOOLS**

*Springfield High School students will prepare for post-secondary learning through achieving fluency in the essential skills of reading, communication, collaboration, and reasoning. Successful SHS graduates will be capable, respectful, responsible citizens of the community in which they live.*

#### **Expectations for Student Learning: Academic, civic and social**

- **Academic Expectations**
  - A graduate of SHS reads a diverse selection of complex written materials critically.
  - A graduate of SHS communicates by producing writing that is clear, coherent, purposeful, well-supported and effective in addressing its audience.
  - A graduate of SHS communicates by deciphering meaning through effective listening and by presenting complex information, ideas, and evidence through speaking or performing.
  - A graduate of SHS communicates by analyzing, comprehending, and creating complex visual materials to examine and convey complex ideas and information.
  - A graduate of SHS collaborates to answer questions, build understanding, and solve problems.
  - A graduate of SHS reasons abstractly and quantitatively, thinks critically, and perseveres to solve problems.
- **Civic Expectations**
  - A graduate of SHS is a responsible, informed and participatory citizen in his or her community.
- **Social Expectations**
  - A graduate of SHS shows respect for self and others, and makes mature decisions about his or her physical and mental well-being.

#### **Demographics and Offerings**

Springfield High School is a public high school serving grades 9-12. The total enrollment is approximately 400 students with 102 students in grade 12. At the 9th and 10th grade level, all classes are heterogeneously mixed. Traditionally, once students reach 11th and 12th grades, they have access to accelerated, AP, or college level courses; however, alternative course sequencing could be available to students upon request. Additionally, the Occupational Development Program provides courses which enable students to develop independent living skills through the development of functional skills in math, reading, and communication. There are also accommodations for students with multi-handicapping conditions.

Safety, respect and comfort are cornerstones of our learning environment, providing all students the opportunity to be successful. A further advantage to SHS students is the easy access to exemplary programs in the River Valley Technical Center which are geared toward career exploration, entry-level employment skills, or preparation for further education and training. All students should carefully review the Technical Center programs described in the booklet with a view to complementing their high school education with either full programs or individual courses.

#### **Equal Rights and Opportunities**

Springfield High School affords young men and women of any background access to all the rights, privileges, programs and activities generally made available to students at the school. It does not discriminate on the basis of race, color, religion, creed, or sex with regard to the education programs or activities which it operates.

In compliance with section 504 of the Americans with Disabilities Act (ADA), the school does not discriminate on the basis of handicap in admission or access to its programs and activities. Inquiries concerning the school nondiscrimination policies may be referred to the Principal.

#### **State Required Testing**

In the spring, freshmen will take assessments in English language arts/ literacy and mathematics that are designed to help prepare all students to graduate from high school college and career-ready. These tests, administered by Smarter Balanced Assessment Consortium (SBAC), are aligned with the Common Core State Standards and will be taken on computers. Juniors will be required to take a state test in Science - the exact assessment is to be determined by the Vermont Agency of Education.

# SPRINGFIELD HIGH SCHOOL FACULTY

## ADMINISTRATORS

**Belinda Hathorn**

**Principal**

*B.S. University of Vermont, VT*

*M. Ed. University of Vermont, VT*

*Principal Certification, Antioch University New England, NH*

**Jade Costello**

**Assistant Principal**

*B.A. Bowdoin College, ME*

*M.A. Boston College, MA*

*Principal Certification, UVEI, VT/NH*

**Dana Gordon-Macey**

**Director of Occupational Development Program**

*B.A. Barnard College, Columbia University, NY*

*M.Ed. Lesley University, MA*

*Post-Masters Certification in School Administration, Keene State, NH*

## ATHLETIC DIRECTOR

**Cagney Brigham**

*B.S. Johnson State College, VT*

## INSTRUCTIONAL COACHES

**Elizabeth Mirra**

*B.S. University of Massachusetts at Amherst, MA*

*M.A. Castleton State College, VT*

**TBD**

## SCHOOL COUNSELORS

**Corrie Haskell**

*B.S. Sacred Heart University, CT*

*M.A. Fairfield University, CT*

**Nicole Thurmond**

*B.S. Eastern Michigan University, MI*

*M.A. Western Michigan University, MI*

**Jason Touchette**

*B.S. Northern Michigan University, MI*

*M. Ed. Keene State College, NH*

## **SOCIAL WORKER**

### ***Rosie DeCamp, LICSW***

*B.S.W. University of Vermont, VT*

*M.S.W. University of New England, ME*

## **SCHOOL NURSES**

### ***Jenny Anderson, R.N., B.S.N***

*B.S. Alderson Broaddus College, WV*

*M.Ed. Cambridge College, MA*

### ***Diane Daniels, R.N., C.R.R.N., B.S.N.***

*R.N. VT. Technical College, VT*

*B.S.N. Southern New Hampshire University, N.H.*

## **MULTIPLE PATHWAYS COORDINATOR**

### ***Patty Davenport***

*B.S. Nyack College, NY*

*M.S. Capella Univ., MN*

## **ENGLISH**

### ***Kevin Coen***

*B.S. University of Maine at Orono, ME*

*M.A. Antioch University, NH*

### ***Anne Doton***

*B.A. Mount Holyoke College, MA*

### ***Samantha Holmberg***

*B.A. and TESOL Diploma St. Michael's College, VT*

*Teacher Apprenticeship Program, Champlain College, VT*

### ***Michael Janiszyn***

*B.S. Keene State College, NH*

*M.A. Highlands University., NM*

### ***Rebecca M. Skrypeck***

*A.A. Holyoke Community College, MA*

*B.A. Mount Holyoke College, MA*

*M.A. Ohio University, OH*

## **MATH**

### ***Marlene Allen***

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*M.S.T. University of New Hampshire, NH*

### ***Lila Gilbreath***

*B.A. and B.S. University of Vermont, VT*

**Georgeann Guy**

*B.S. Wentworth Institute of Technology*

*B.A. Castleton College, VT*

*M. Ed. Antioch University, NH*

**Michael Ruppel**

*B.A. and B.S. University of Delaware, DE*

*M.A.T. Providence College, RI*

**Sean Sullivan**

*B.S. University of Massachusetts at Lowell, MA*

*M. Ed. Antioch University, NH*

**SCIENCE**

**Courtney Brooks**

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**Samantha DeCuollo**

*B.A. University of Rhode Island, RI*

*M.S. Graduate School of Oceanography, RI*

**Amanda Frank**

*B.S. University of Vermont, VT*

*M.S. University of Wisconsin-Madison, WI*

**Peggy Geyer**

*B.S. The College of William and Mary, VA*

*M.S. Ed. Walden University, MN*

**SOCIAL STUDIES**

**Elizabeth Coen**

*B.S. University of Maine at Orono, ME*

*M.A. Castleton University, Castleton, VT*

**Keegan Harris**

*B.A. University of Vermont, VT*

**Andy Jackins**

*B.S. Appalachian State University, NC*

**Stephen Lawrence**

*A.S. SUNY Dutchess Community College*

*B.A. SUNY New Paltz, NY*

*M.P.S. SUNY New Paltz, NY*

**WORLD LANGUAGES**

**Tatyana K Case**

*M.A. Moscow Linguistic University, Russia*

**Sue-Ellen Kelly**

*B.S. University of Vermont, VT  
French language studies at the Université de Nice, France  
Certificat en F.L.S., Université Laval, Québec, Canada  
M.A. Bowling Green State University, Ohio*

### **MUSIC**

#### **James Chlebak**

*B.A. Oberlin College, OH  
B.M. Oberlin Conservatory, OH  
M.S.I.T. Marlboro College Graduate Center, VT*

### **VISUAL ARTS**

#### **Meredith Pelton**

*B.F.A. Plymouth State University, NH  
M.A.T. Plymouth State University, NH*

#### **Katherine M Boduch**

*B.A. Saint Michael's College, VT*

### **PHYSICAL EDUCATION**

#### **Jim Winslow**

*B.S. University of Maine-Orono, ME*

#### **Brad Houk**

*B.S. Pennsylvania State University, PA  
M.L.A. North Carolina State University, NC  
M.A.T. Western New Mexico University, NM*

### **HEALTH**

#### **Krystina Fernandez**

*B.S. State University of New York at Cortland, NY  
M.S.T. State University of New York at Cortland, NY  
Certificate in Plant Based Nutrition Cornell University*

### **DRIVER EDUCATION**

#### **To Be Determined**

### **SPECIAL EDUCATION**

#### **Mimi Gray**

*B.S. Charter Oak State College, CT  
M. Ed. University of Vermont, VT*

#### **Deborah O'Shea**

*B.S. Butler University, IN  
M.S. Indiana University., IN*

#### **Sara Zaino**

*B.A. Keene State College, NH*  
*M. Ed. Keene State College, NH*

**Scott McManus**

*B.S. Brooklyn College, NY*  
*M. Ed. Lehman College, NY*

**ACADEMIC RESOURCE CENTER (ARC)**

**Rebecca Nadeau**

*B.A. Colby Sawyer, NH*  
*M.Ed Augustana University, SD*

**LIBRARIAN**

**Jennifer Wasylko**

*B.B.A. University of Texas at Austin, TX*  
*M.L.I.S. Rutgers University, NJ*

**OCCUPATIONAL DEVELOPMENT PROGRAM**

**Margaret Gultekin**

*A.A. Hilbert College, NY*  
*B. A. Canisius College, NY*  
*M.S. D'Youville College, NY*

**Marcia Locke**

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*B.A. Keene State College, NH*

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*M. Ed. Fitchburg State College, MA*

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*B.A. Massachusetts College of Liberal Arts, MA*  
*M. Ed. College of St Joseph, VT*

**Justin Pestana**

*B.A. Fordham University, NY*  
*PBACC California State University Los Angeles, CA*

**DIAGNOSTIC TEACHER**

**Julie Lannen**

*B.S. MacMurray College, IL*  
*M.Ed. Antioch University New England, NH*

**SPEECH & LANGUAGE PATHOLOGIST**

**Erin Carroll**

*M.A, University of Vermont*

## COUNSELING DEPARTMENT

*The School Counseling Department provides academic, social/emotional, and post-secondary support to all students in grades 9-12. We help students to develop the tools and confidence they need to become self-directed learners, strong self-advocates, and positive and creative contributors to their community. We work with students to set personal and educational goals and we collaborate with families, school staff, and community members to support students in bringing those goals to life.*

### Graduation Requirements

To graduate from Springfield High School, students must earn a minimum of 26 academic credits, complete 40 hours of community service, and must meet the requirements listed below. Students who plan to pursue post-secondary education are recommended to take four years in all core subject areas (Math, Science, English, Social Studies, and World Language).

### Class of 2022

The class of 2022 will graduate with Proficiency Based Graduation Requirements.

The class of 2022 will graduate based on the achievement of proficiency in Springfield High School's graduation standards. Counselors, students, and advisors will work together to identify a learning pathway that provides opportunities for students to demonstrate proficiency in all Springfield High School graduation standards (including both content standards and transferable skills). The graduation standards are currently under review and must be approved by the Springfield Board of School Directors.

| Learning Area                     | Proficiencies  |
|-----------------------------------|--|
| English Language Arts             | <ul style="list-style-type: none"><li>● Reading</li><li>● Writing</li><li>● Speaking and Listening</li><li>● Language</li></ul>  |
| Mathematics                       | <ul style="list-style-type: none"><li>● Modeling with Functions and Algebra</li><li>● Modeling with Geometry</li><li>● Algebra</li><li>● Functions</li><li>● Statistics and Probability</li><li>● Geometry</li></ul>   |
| Social Studies and World Language | <ul style="list-style-type: none"><li>● Civics</li><li>● History</li><li>● Economics</li><li>● Geography</li><li>● Communication in World Language</li><li>● Culture</li></ul>   |
| Science                           | <ul style="list-style-type: none"><li>● Asking questions and defining problems</li><li>● Using models</li><li>● Planning and conducting investigations</li><li>● Analyzing data</li><li>● Using mathematics</li><li>● Constructing explanations</li><li>● Scientific argument</li><li>● Using scientific information</li></ul> |
| Health                            | <ul style="list-style-type: none"><li>● Health Skills</li></ul>  |
| Physical Education                | <ul style="list-style-type: none"><li>● Personal Health and Fitness</li></ul>  |
| Arts                              | <ul style="list-style-type: none"><li>● Create</li><li>● Present/Perform</li><li>● Respond</li><li>● Connect</li></ul>   |
| Transferable Skills               | (currently under development)  |



## **Class of 2019-2021**

### **English Requirements:**

- 1 credit of English 9 (Freshman English)
- 1 credit of English 10 (Sophomore English)
- 1 credit of English 11 (American Literature) or American Studies or dual enrollment English Composition
- 1 credit Social Justice or AP English Literature & Composition or dual enrollment English Composition
  - \*student can also take combination of Film Studies; Sports Literature; Adv. Journalism or Public Speaking & Debate for their fourth English credit

### **Social Studies Requirements for the Class of 2019:**

- 1 credit of Global Studies I
- 1 credit of Global Studies II
- 1 credit of US History or American Studies
- 1 credit earned from Social Studies electives, dual enrollment course, or embedded credit from RVTC

### **Social Studies Requirements for the Class of 2020, 2021:**

- 1 credit of Civics, Society & Government
- 1 credit of US History or American Studies
- 2 credit earned from Social Studies electives, dual enrollment course, or embedded credit from RVTC

### **Math Requirements for the Class of 2019, 2020:**

- 1 credit of Algebra I
- 1 credit of Geometry
- 1 credit earned from math electives, dual enrollment course, or embedded credit from RVTC

### **Math Requirements for the Class of 2021:**

- 1 credit of Algebra I
- 1 credit of Geometry
- .5 credit of Statistics
- .5 credit earned from math electives, dual enrollment course, or embedded credit from RVTC

### **Science Requirement:**

- 1 credit of Intro to Chemistry and Physics
- 1 credit of Biology
- 1 credit of Earth & Space Science

### **Fine Arts, Health, Physical Education and World Language Requirements:**

- 1 credit in Health (0.5 Health I/0.5 Health II)
- 1.5 credits in Physical Education
- 1 credit in Fine Arts (Art, Music and/or Theatre)
- 1 credit of World Language

### **Community Service Requirement:**

Students are encouraged to document 10 community service hours each academic year. Community service hours must be approved in advance by the Community Service Coordinator (Mrs. Wasyliko) through the Pre-Approval Form. Students must earn 40 hours of community service by graduation. Seniors hoping to attend prom or utilize senior privileges must have at least 40 hours of community service on record and Juniors hoping to attend prom must have at least 30 hours of community service on record. If students or families have questions about the status of their community service hours or about activities that qualify for community service, they should contact Mrs. Wasyliko directly.

### **Elective Requirements:**

Beyond the specific requirements outlined above, students must fill the remainder of their 26 academic credits through elective courses. Any class that does not count towards a requirement will be considered an elective. In addition to traditional elective courses, credits earned through RVTC, VTVLC, and dual enrollment (that do not satisfy a graduation requirement) will count as an elective.

## Important Policies and Information

### Monitoring Progress: PowerSchool, JumpRope, and Report Cards

Parents/guardians may access their student's current grades and attendance through Power School. JumpRope will provide families detailed information about the students progress in proficiency based classes. Registration information is sent home to families at the beginning of each year; a copy of this information can also be obtained by contacting the Counseling Office. Report cards are issued at the end of each quarter. Progress reports will be available through families checking PowerSchool and JumpRope and will no longer be issued mid-way through the quarter. SHS is no longer mailing home copies of report cards; students are given hard copies of their grades, parents are given report cards at parent-teacher conferences, and all grade reports are available online through PowerSchool and JumpRope.

### Proficiency-Based Grading System

Proficiency-based grading measures a student's performance on clearly defined standards. A standards-based grade emphasizes what a student knows or can do at the end of the course using the best available evidence of learning. A student's score is based on his or her level of demonstrated achievement in a standard. One advantage of proficiency-based grading is that students have many opportunities to demonstrate their learning if early attempts at showing mastery are unsuccessful. For example, if early in the semester a student is struggling to provide evidence of learning in a particular standard, but later the student demonstrates evidence that they understand the material, then that later score will reflect mastery--the early struggle does not bring down the grade. Our proficiency-based grading system is also able to report student performance by learning goal so that students and teachers can identify next steps to take in learning.

### Proficiency-Based Grading System

#### SHS Grading Scale:

| Grade Label     | Description   |
|-----------------|---|
| 4<br>Advanced   | Consistently exceeds the standard of grade expectation                                |
| 3<br>Proficient | Consistently meets the standard of grade expectation                                  |
| 2<br>Developing | Approaching the standard of grade expectation, or inconsistently meeting the standard |
| 1<br>Beginning  | Has provided some evidence of progress towards the standard                           |
| 0               | No evidence of progress   |

#### Conversion Scale:

|    |           |
|----|-----------|
| A  | 3.75-4.0  |
| A- | 3.5-3.74  |
| B+ | 3.25-3.49 |
| B  | 3.00-3.24 |
| B- | 2.75-2.99 |

|                        |           |
|------------------------|-----------|
| C+                     | 2.50-2.74 |
| C                      | 2.25-2.49 |
| C-                     | 2.00-2.24 |
| NC<br>No Credit Earned | 0-1.99    |

#### Traditional Grading System

| Letter Grade | Number Equivalent | Grade Points<br>(for unweighted courses) | Grade Points<br>(for weighted courses) |
|--------------|-------------------|--|--|
| A+           | 97-100            | 4.0                                      | 5.0                                    |
| A            | 93-96             | 4.0                                      | 5.0                                    |
| A-           | 90-92             | 3.7                                      | 4.7                                    |
| B+           | 87-89             | 3.3                                      | 4.3                                    |
| B            | 83-86             | 3.0                                      | 4.0                                    |
| B-           | 80-82             | 2.7                                      | 3.7                                    |
| C+           | 77-79             | 2.3                                      | 3.3                                    |
| C            | 73-76             | 2.0                                      | 3.0                                    |
| C-           | 70-72             | 1.7                                      | 2.7                                    |
| D+           | 67-69             | 1.3                                      | 2.3                                    |
| D            | 63-66             | 1.0                                      | 2.0                                    |
| D-           | 60-62             | 0.7                                      | 1.7                                    |
| F            | 0-59              | 0.0                                      | 0.0                                    |

#### Other notations on student report cards and transcripts:

|            |   |
|------------|---|
| <b>WD</b>  | <b>Withdrawn from course</b>  |
| <b>WDF</b> | <b>Withdrawn from course (failing grade)</b><br><b>*Appears on transcript and results in 0.0 calculated into students GPA</b> |
| <b>WDP</b> | <b>Withdrawn from course (passing grade)</b><br><b>*Appears on transcript but no impact on student's GPA</b>                  |
| <b>INC</b> | <b>Incomplete grade</b>   |
| <b>NC</b>  | <b>No credit earned</b>   |
| <b>MED</b> | <b>Withdrawn from course due to medical reasons</b>   |
| <b>P</b>   | <b>Passed Course</b><br><b>*Appears on transcript but no impact on students GPA</b>   |

## Grade Promotion

Grade promotion is based on credits and only takes place at the start of a school year. The only exception is that students can be promoted to “Senior status” at the end of the first semester if they obtain 19 credits.

| Grade Promotion | Required Academic Credits                           |
|-----------------|---|
| 10th Grade      | 6   |
| 11th Grade      | 13  |
| 12th Grade      | 19  |
| Graduation      | 26 academic credits and 40 community service hours. |

## Honor Roll

To earn High Honors, a student must:

1. Be a full-time student
2. Have a grade of A- or higher in all classes
3. Have no INCs (students may receive a High Honors certificate when the INC is resolved)

To earn Honors, a student must:

1. Be a full-time student
2. Have a grade of B- or higher in all classes
3. Have no INCs (students may receive an Honors certificate when the INC is resolved)

## GPA

GPA is calculated by adding grade points from final course grades, then dividing by the total attempted credits for all classes. Students earn weighted grades (out of a 5.0 GPA scale) for classes that are designated as accelerated (AC), advanced placement (AP), or dual enrollment (DE).

## Class Rank

Class rank is calculated at the end of the 11th grade and is based solely on students' GPAs. The rank is adjusted at the end of each semester of senior year.

## Withdrawal From Classes

The procedure for withdrawing from classes has two phases at SHS: during the Add/Drop Period and after the Add/Drop Period. Course drops are *NOT* allowed in the first two days of a semester (2 full meeting days for a course that meets every day; 1 class meeting for classes that meet every-other day). After the second day of the semester, the Add/Drop Period begins and will last for three days. The requirements and consequences of dropping a course during these phases are listed below. Students should always consult with their school counselor when considering adding or dropping a course, as it is always challenging to enter into a course after the semester is underway.

|  | During the Add/Drop Period<br>(three days following the first two days of each semester)   | After the Add/Drop Period   |
|--|--|---|
| <b>Core Classes<br/>(English, Math, Science, Social Studies, and World Language)</b> | Students must meet with their counselor, complete the ADD/Drop Form and obtain signatures (approval) from teachers, school counselor, and a parent/guardian. | Students must meet with their school counselor, complete the ADD/Drop Form, and obtain signatures (approval) from an administrator, teachers, school counselor, and a parent/guardian.<br><br><i>*The student's GPA and transcript will be affected as outlined in the "Grading System"</i> |

|                  |  |  |
|------------------|--|--|
|                  |  | <i>section.</i>  |
| <b>Electives</b> | Students must meet with their school counselor. Parent/guardian permission is encouraged but not required and students are also encouraged to speak with their teacher about the change. | Students must meet with their school counselor, complete the ADD/Drop Form, and obtain signatures (approval) from an administrator, teachers, school counselor, and a parent/guardian.<br><br><i>*The student's GPA and transcript will be affected as outlined in the "Grading System" section.</i> |

Students will not be given partial credit for any course dropped. However, there may be special circumstances where students may appeal to the administration for credit or partial credit in a class that has been dropped; the administration reserves the right to approve or deny credit after an appeal. If a student drops a class, they must continue to attend that class until a new, updated schedule has been issued by their school counselor.

*NOTE:* The add/drop dates for dual enrollment courses differ from other Springfield High School courses and align directly with the calendar for the participating college. For specific dates, please contact the Dual Enrollment Coordinator or the participating college.

### **Required Course Load**

Students in grades 9 through 11 are required to carry a full schedule of classes. Students in grade 12 will be permitted one open block each day if they have earned senior privileges. Students carrying less than a full schedule will be considered "part-time students" which may have an impact on sports eligibility, social security income, car insurance, and other programs that require full-time enrollment in a school. The counseling office and Springfield High School is not responsible for tracking these requirements.

### **Incomplete Grades**

If a student has missed classes and/or assignments for extenuating circumstances, teachers may assign him/her an incomplete (INC). The student has two weeks after grades close to make up the work; at the end of that time the teacher will assign the earned grade. If additional time is needed, students/families should meet with their school counselor and additional time may be granted by the counselors and the administration.

### **Repeating Classes**

If a student wishes to retake a course to improve the grade, both courses appear on the transcript along with the grades and credit earned. Both grades are calculated into the GPA. The previous credit awarded can then be used as elective credit; the same course cannot be applied twice toward a core graduation requirement.

### **Credit Recovery**

A student who fails a Springfield High School class may be eligible to pursue credit recovery through summer school at the family's expense. In order to pursue credit recovery, a student must meet the requirements listed below. In special circumstances, the administration may allow a student to participate in a credit recovery course if the student does not meet the specified requirements. Both the failed and the recover class are recorded on the student's transcript and both are used in the calculation of the student's GPA.

Credit recovery requirements:

- Complete the course with an 80% attendance rate
- Earn a minimum average of 50% for the course OR 50% on the final exam
- Pass the recovery course with at least a 60% average

### **Remediation**

As SHS moves towards a full transition to proficiency-based grading, remediation courses will be offered to students who demonstrate some success in a core academic class(es) but are still unable to meet expected proficiencies in the course(s). Remediation courses allow students to work closely with a teacher to focus only on the portions of a class that they struggled with instead of relearning the entire curriculum. It is important to note that placement in these courses will be determined by each academic department, as the indicators for success in a remediation course are different depending on the subject, but factors such as assessment grades, attendance, and work completion will be considered.

### **Alternative options to traditional classroom learning:**

Springfield High School offers various alternative options for students whose needs may not be met in the traditional classroom setting. Students or families should contact the appropriate school counselor and/or the Multiple Pathways Coordinator for more information.

### **Transfer of Credit**

A student transferring to Springfield High School will, upon receipt of an authorized transcript(s), be given appropriate credit for all courses completed at other institutions. The remaining graduation requirements will be determined by the counselor and the administration.

### **Early Graduation**

Early graduation places a heavy academic burden on the student, but there are circumstances when early graduation is appropriate. Students who want to pursue early graduation must meet with the principal, their school counselor, and a parent/guardian by the end of their junior year and that support team will make a determination about whether early graduation is a feasible and appropriate choice for the student. In preparation for this meeting, students are encouraged to speak with their family and their school counselor about their motivation and goals and they are required to write a proposal stating their intent, the reasons they want to graduate early, and an explanation of their plans for after graduation.

## **Dual Enrollment: Overview**

Dual enrollment enables students to take a course from a participating Vermont or New Hampshire state college and receive both college credit and credit towards their high school diploma simultaneously.

Students have the opportunity to take college courses on-campus at the high school or directly through the college. Currently, the state is providing two vouchers to each junior and/or senior. This voucher covers the cost of the tuition. Students may be responsible for the cost of textbook(s). Other comprehensive fees may apply depending on the college and course chosen.

Students have the opportunity to take additional college courses, beyond the two paid for by the state, at an additional cost (varies depending on the participating college). The high school may subsidize or cover this cost (while funds last). If a student takes a dual enrollment course and fails it, the district will not cover the cost for the student to retake that same course. In this case, district funding for a different course will be up to the discretion of the administration. It is important to note that all dual enrollment courses that are taken for college credit will result in a college-level transcript and will also appear on a student's official high school transcript, factoring into their GPA. Therefore, determining a student's individual readiness for these courses is essential. Various colleges require placement tests or the submission of a high school transcript in order to help determine this readiness. If a student wishes to enroll in a dual enrollment class, but is not interested in receiving college credit and/or having the grade reflected on a college transcript, this option is available. The course will, however, still appear on the high school transcript.

### **Dual Enrollment: On-Campus** *(see corresponding department section for course information)*

These classes are college-level classes and will be weighted an additional point in a student's cumulative grade point average. On-campus courses are taught by Springfield High School faculty who have been hired by the credit-issuing institution to teach the college curriculum as a course at SHS. The following classes are the "on-campus" courses that SHS offers, along with the credit-issuing institution:

- English Composition (credit through Community College of Vermont)
- Introduction to Psychology (credit through Vermont Technical College)
- Statistics (credit through River Valley Community College)
- Calculus (credit through River Valley Community College)
- Introduction to Chemistry (credit through Community College of Vermont)
- General Physics (credit through Vermont Technical College)
- French III (credit through Community College of Vermont)
- Spanish III (credit through River Valley Community College)

### **Dual Enrollment: Off-Campus**

Dual enrollment courses that are taken off-campus, directly through a participating college, can be entered into a student's schedule to replace a class or added as an additional class.

**College Classroom:** Students may choose to take a college course through a college in which they attend weekly classes. Springfield is partnered with the Community College of Vermont and River Valley Community College, who currently offer both daytime and evening classes. Specialized schools, such as the New England Culinary Institute, also offers dual enrollment course opportunities for high school students.

**Online Courses:** Students also have the opportunity to take online college courses directly through their college of choice. The Community College of Vermont, the University of Vermont, and Johnson State College are three colleges currently offering a variety of courses through this method.

**Common Courses:** Although there are a multitude of courses to choose from, prior students have taken English Composition, World History I, American History I, Introduction to Psychology, College Algebra, Human Growth and Development, Computer Programming, Introduction to Education, Introduction to Environmental Science, Child Development, etc. Please see the Dual Enrollment Coordinator for current course offerings.

### **Early College: Overview**

Through the State of Vermont Flexible Pathways Initiative, Springfield High School students are eligible to participate in Vermont's Early College Program (ECP) during their senior year of high school. This allows students to complete their last year of high school (earning their diploma) while simultaneously completing their first year of college. Funds are available to students accepted into full-time programs through participating colleges throughout the state and covers the cost of tuition for 12-15 college credits. Currently, the following Vermont Colleges have approved Early College programs:

- Castleton University
- Community College of Vermont
- Goddard College
- Johnson State College
- Lyndon State College
- Norwich University
- Vermont Technical College/VAST

Each of the colleges above have different prerequisites, application requirements, deadlines, and some have additional fees including, but not limited to, the cost of room and board if the student chooses to live on campus. Students must work with Springfield High School when selecting Early College courses to ensure that any remaining high school required courses will be covered. Anyone interested in Early College should see the Dual Enrollment Coordinator for further information.

## **CLUBS & ACTIVITIES**

### **QUEER-STRAIGHT ALLIANCE - POM: PROUD OF ME**

QSA is a group that meets weekly to provide a supportive environment for students as it pertains to gay, lesbian, bisexual, transgendered, questioning youth and their allies.

### **DUNGEONS AND DRAGONS**

Do you like reading fantasy/science fiction novels or watching fantasy/science fiction films and programs? Have you drawn or imagined what you would like as a fantasy hero? Would you like to explore a vast imaginative world full of monsters, magic, mischief, arms and armor? If you are interested in any of these, then you should give Dungeons and Dragons a try! D&D is the original fantasy role playing game. Here you will have the chance to learn the basics of game play including character development, working as a member of an adventuring team, understanding basic rules and the general flow of a D&D gaming experience. You don't have to be an experienced gamer to enjoy our adventures. All experience levels encouraged! No equipment necessary, all basic gaming needs provided.

### **ANIME CLUB**

Anime club is a club that hosts those with a love of the art and culture of anime. This club usually meets once a week to share their excitement on the current trends in the world of anime. Students participate in creating drawings, making polymer clay anime characters, watching anime cartoons, discussing different characters and planning fundraising events. Students meet to enjoy the camaraderie of fellow students who share this similar interest and to have fun.

### **DRAMA CLUB**

Any student may be part of the Drama Club. Drama Club performances happen in the spring and are performed for the public. Creating sets, studying parts, arranging lighting and sound, and promoting the play brings the group together. Working on a play means students learn the following: to trust and treat each other with respect; to become better performers; to problem solve; and most of all, to work well with a group of people with different personalities and backgrounds. Students come together to create a production of the highest caliber to be celebrated through the coming-together of the community.

### **FRENCH CLUB:**

The main objective of French Club is to fundraise in order to visit Francophone countries. Other events are organized as they come up, such as National French Week, the Hanover poetry competition, and others. Bienvenue à tous!

### **PEP BAND**

Pep Band plays at home football and basketball games to build school spirit and is open to all students, whether or not they are enrolled in music classes. The group practices once a week after school and/or on Wednesday Flex during the fall and winter seasons.

### **CLASS OFFICERS**

Each class elects a slate of officers (President, Vice President, Secretary, and Treasurer) to take care of class business and to plan class activities.

### **STUDENT GOVERNMENT**

The Student Governance Board consists of one elected representative from each advisory. These representatives conduct discussions with their advisories on a variety of topics and then attend monthly Town Hall meetings to share the perspectives of their advisory.

### **NATIONAL HONOR SOCIETY**

Membership in the National Honor Society is based on community and school service, leadership, scholastic achievement, and character. To gain membership, academically eligible students must submit an application during the spring of their junior year.

### **BOYS' STATE AND GIRLS' STATE**

Students are nominated by the counselors and administration to represent the school in this leadership retreat, which is designed like a mock legislature. Those attending run for office and are assigned duties based on the results of the elections. Speakers and seminars give everyone a great sense of the political arena. Students write bills, debate the issues, and pass laws.

### **GOVERNOR'S INSTITUTES**

The Governor's Institutes of Vermont (GIV) enrich the lives of motivated Vermont high school students through intensive educational experiences on Vermont college campuses. These summer programs emphasize experiential learning and subsequent community involvement. GIV seeks to enroll students who reflect the diversity of Vermont. Students should see the Counseling Department for information.

### **UPWARD BOUND**

Each summer, Keene State College sponsors this six-week program designed to encourage capable students to go to college. Students attend summer school classes, work at a part-time job and attend evening meetings or elective classes. Students must complete an application and interview for the program. Students should see the Counseling Department for information.

### **OTHER CLUBS & ACTIVITIES**

Spirit Committee  
Our Voices Exposed (OVX)  
UMatter  
Weightlifting Club  
Community Service Club  
National Technical Honor Society  
School Board Representative  
Indoor Track & Field  
Unified Basketball  
Wrestling

### **ATHLETICS**

Dance Team  
Soccer  
Field Hockey  
XC Running  
Basketball  
Bowling  
Softball  
Track and Field



## **Innovation Labs**

In the 2018-2019 school year, Springfield High School will offer multiple Innovation Lab courses that meet particular content and transferable skills proficiencies while meeting a need within the school, Springfield, or world community. These courses will include components of project-based, service-based, and interest-based learning, and will be open to Grades 10-12 students.

### **Building a Better Springfield**

1 Social Studies credit (Will address Geography, History, Civics and Writing standards)

\*Students can choose to take this class at the standard or accelerated level.

Prerequisites: Civics, Society and Government

In this course you will be given the opportunity to make a positive change to the high school or the community of Springfield. We will begin the class with a look at the community- the history, the government and the current state of affairs. With this context in mind, teams will examine a need in the community and develop a solution to address the need and then spend the remainder of the year working to implement this change. This class will be driven by students interests and will be very hands on- you will conduct research, interview community members and take field trips in the community. This is your chance to make a difference in your community and to be involved in changing Springfield!

### **Food and Social Justice**

1 Social Studies credit (Will address Geography, Economic and Writing standards)

\*Students can choose to take this class at the standard or accelerated level

Prerequisites: Civics, Society and Government

The food we eat is determined by lots of factors: some in our control, others outside of it. Culture, price, availability, location, even government policy affect what we eat or don't for lunch every day. In this course we will use the town of Springfield and food as central hubs from which to explore human beings' interactions with their environment and each other in a world with increasingly scarce resources. Students will show proficiency by conducting independent research including field work in the community, question and answer sessions with guest speakers and experts in the field. Students' coursework will be guided by their individual interests around the issues of local, regional, national, and global issues related to sustainability.

### **Art as Control; Art as Rebellion**

½ Social Studies Credit, ½ Fine Art Credit

Prerequisite: Civics, Society, and Government; Art I

Art is a powerful communication tool that can be used to control society or to rebel against it. This course examines 20th century attempts to use art to control societies in the throes of terrifying and rapid change, alongside 20th century art as a contributor to that change. Students will show their proficiency in art and social studies by examining art from totalitarian regimes, revolutionary thinkers, and those caught in between, and by creating their own art in an attempt to sway the opinions of the viewer.

### **Your Brain on School**

.5 math credit; .5 social studies credit

Prerequisite: Civics, Society, and Government

In this class, we are looking for students that have questioned: Have you ever wondered how you learn new things? How the brain processes information? How schools help students learn (or not)? If any of these are questions you've thought about, this is the course for you. In this course, we'll take a journey into the human mind and how schooling can be designed to improve learning. We'll design and conduct experiments to investigate how people learn, learn more about students' experiences in school and how you might improve the school experience, and conduct an original research project to improve some aspect of learning in school or community. The focus of this course will be on developing students' ability to ask interesting questions and answer them with scholarly research. This course is designed for students with an interest in psychology, sociology, statistics, biology or writing and will be of value for students considering college or career in any of these fields.

### **Immigration and Migration**

1 Credit

Prerequisite: Civics, Society and Government

In this course students will look at the movement of people in the Americas from the transatlantic slave trade to today. Migration has been central in the making of American history and culture and has changed the social, political, economic, racial and cultural fabric of America and beyond. Essential topics, readings, and multimedia provide historical context to current debates over immigration, migration, assimilation, integration, “legal” and “Illegal” and citizenship. Students will be able to explain from several points of view, what does it mean to be “American?” Students will be able to explain common and specific push and pull factors in immigration and migration. Students will be able to identify sequential actions in history such as first, next, last, and use them to describe personal experiences. Students will be able to articulate current events in immigration.

### **Business Finance**

Open to Grades 11 and 12

.5 English credit; .5 Math credit

In this course, students will learn about practical Business English and Math for the enhancement of commercial and cross-cultural communication skills. The course is designed for students to build language confidence through improved reading and writing skills. Students will also develop a long-range view of budgeting, and debt management strategies with an eye toward financial independence. Students will gain a broad perspective on the business world today, while at the same time developing an understanding in areas of personal financial planning, budgeting, consumer awareness, insurance, business planning, and marketing.

### **A Walk on the Wildside: Nature, Community, and Environmental Research**

1 Science Credit

Prerequisites: None

*“In wildness is the preservation of the world.”* These words, written by Henry David Thoreau, are at the heart of this course. We will go outside to play, explore, investigate, and learn what the local Vermont environment can teach us. Students will draw on their own interests and talents to research, design, and implement an authentic solution to the problem, “How can we get local citizens (kids and/or adults) engaged with nature in ways that will move them to help preserve the world?” Student projects are encouraged to be multidisciplinary, possibly including the arts, writing, carpentry, social & natural sciences, math, education/human development, coding, gardening, etc. Students will show proficiency in the Science & Engineering Practices of asking questions/defining problems and constructing explanations/designing solutions. Proficiency in additional areas is possible and dependent on project design.

### **Coding & Game Design I**

½ Elective Credit

½ Elective Arts Credit

Prerequisites - Art 1 or a ½ credit in Music

This course gives students a real-life introduction to the world of tech development. Working primarily with programming and game development engines, students will gain experience in Coding, Game Narrative (art, music, & backstory), and Communication strategies as they create and promote their own video game.

### **Coding & Game Design II**

½ Elective Credit

½ Elective Arts Credit

Prerequisites - Coding & Game Design I

As Part II of a 2-semester sequence, this course builds on the introductory skills and knowledge gained CGD I. The main focus is on team work, where each student takes on a semester-long game development responsibility (Code, Music, Visual Art, Communications), as well as rotate the job of Project Manager. The objective is to make a game for social and/or community benefit, to get the word out to potential players, and to manage the whole process using technology and a step-by-step method.

## **English**

Springfield High School requires four credits of English for graduation A traditional track begins with English 9, English 10 and English 11. During Senior year, students are encouraged to choose from a variety of electives to fulfill their English requirements and pursue areas of interest.

In all courses, students are trained to write informational, analytical, imaginative, and personal texts. The theme of each grade level explores a topic to encourage growth in students and their mindsets.

### **English 9: Inequity, Adolescents and Community**

1 credit

Prerequisite: none

In this course, students will learn about the different challenges that adolescents face in their communities and will explore the power that adolescents have to impact change. Students will explore various informational and literary texts, podcasts and other media that will deepen their understanding of the inequity that some teens face because of their communities and other factors that are out of their control. By the end of this course students will develop and present arguments about the opportunities that are available to them, as well as those that are not. English 9: Inequity, Adolescents and Community is designed for students to explore injustice and inequity and to develop solutions that meet the needs of people who experience injustice and inequity.

### **English 9: My Life in Vermont**

1 credit

Prerequisite: none

In this course, students will learn about how their life in Vermont has influenced and shaped them. Students will explore various informational and literary texts, podcasts and films about Vermont as well as other locations that deepen their understanding of how their lives in Vermont differ from the lives of people who live elsewhere. By the end of this course students will develop and present arguments about the opportunities that are available to them, as well as those that are not. English 9: My Life in Vermont is designed for students to consider how their community grants or denies them positive opportunities.

### **English 10**

1 credit

Prerequisite: English 9

In this course, students will learn about the choices humans make and how those choices impact others. By the end of this course students will develop effective arguments about issues essential to humanity. These arguments will be based in clear communication and thorough research. This course is designed for students to question their beliefs and understanding of the world.

### **English 11**

1 credit

Prerequisite: English 10

In this course, students will study American literature to understand how history, movements, and figures shaped the current United States. By the end of the course, students will be able to effectively understand and explain how fear and tradition; ethnocentrism; stereotypes; and wealth have influenced, and continue to influence, America. This course is designed for students to look at their goals and motivations, and observe their culture to decide whether America is a good place. Through this course, students will comprehend the influences within American culture and communicate how they plan to shape their future involvement as citizens.

### **English Composition (DE) - Community College of Vermont**

1 credit

Prerequisite: English 10

In this course, students will learn how to develop effective composition skills and research techniques. Students learn strategies for organizing, evaluating, and revising their work through reading a variety of texts. Students will be expected to demonstrate proficiency in first-year college-level writing techniques.

### **English Literature & Composition (AP)**

1.5 credit

Prerequisite: English 10 or teacher recommendation

In this course, students will develop their facility to read and write about meaning and purpose in fiction, poetry, and drama. Students will write formal essays that focus on an author's text to develop logical conclusions about themes and ideas in literature. By the end of the course, students will demonstrate skill in identifying and assessing an author's purpose. They will also show proficiency in communicating their understanding of an author's meaning in essays and classroom discussions or presentations. This course will prepare students for college or careers that demand sophisticated communication skills in reading, writing, and speaking.

### **American Studies (AC)**

1 credit - English; 1 credit - Social Studies

Prerequisite: English 9 and English 10 and recommendation from teacher(s).

In this course, students will learn to appreciate and understand American thought and culture through a study of American history, literature, art, and music. Summer work is expected to be completed before the course starts. Students will leave the course having completed two full research papers. It fulfills both junior English and social studies requirements (US History). The course runs everyday for the full year. American Studies is an advanced course.

### **Social Justice**

1 credit

Prerequisite: English 11

In this course, students will study how fear, education, racism, gender, and corruption affect individuals in our society. Students will learn about inequity, bias, and opportunity in order to actively connect current events, novels, and informational texts to their overall understanding of society. By the end of the course, students will choose any social justice issue and craft a capstone research paper. They will display a capstone visual for, and defend, their research on the topic in which they have become experts.

### **See It Now: the *Green Horn Live* television broadcast**

1 credit

Prerequisite: none

In this course, students will team to produce the weekly *Green Horn Live* television broadcast program aired on SAPA-TV. Students will learn how to use technology, including video cameras, wireless microphones, editing software, and when appropriate, digital cameras. By the end of this course, students will be able to shoot and edit video stories, assemble scripts, and produce a news program for a live newscast in the Springfield Area Public Access television studio adjacent to the journalism classroom. This course will prepare students for college and careers in a variety of professions like journalism, science, medicine, and business by emphasizing 21st century skills involving communication, collaboration, creativity, and critical thinking.

### **Truth Be Told: the *Green Horn* publication**

1 credit

Prerequisite: none

In this course, students will team to produce the *Green Horn* publication, a student newspaper printed by SPC Print Integrated in North Springfield and published online at the Springfield School District website. Students will learn and practice reporting skills, such as interviewing, researching, writing, and editing. Students will also be taught and be given an opportunity to write various forms of journalism, including straight news, news features, columns, editorials, reviews, and sports. By the end of this course, students will be able to research multiple credible sources, revise and edit their writing, and report accurately and clearly to meet deadlines. This course will prepare students for college and careers in a variety of professions like journalism, science, medicine, and business by emphasizing 21st century skills involving communication, collaboration, creativity, and critical thinking.

### **Sports Literature**

½ credit

Prerequisite: Open to grades 11 and 12

In this course, students will focus on the positive and negative impact of sports on our day-to-day lives, in academic institutions, and in the media. Students will read informational and fictional texts, view various forms of media, and write argumentatively, informationally, and creatively. They also will examine the role of social media in the context of sports. Throughout the course, students will explore themes such as leadership and character, current trends, rivalries, definitions of success and failure, scandal, ethics, and the connection between participation in athletics and academic performance.

### **Public Speaking and Debate**

½ credit

Prerequisite: English 10 or teacher recommendation

In this course, students will develop their critical thinking abilities, argumentative skills, and listening skills. Students will also learn to research, write, and present speeches, while practicing active listening to learn from other speakers. By the end of the course students will be able to prepare for and participate effectively in a range of classroom conversations and debates. This course will prepare students for college and careers that demand the following: logical thinking, clear spoken expression, active listening skills, an ability to conduct research, and adaptation and collaboration working in teams.

## Film Studies

½ credit

Prerequisite: English 10 or teacher recommendation

In this course, students will learn about the language and organization of films. By the end of this course, students will be able to analyze and compare films and identify the relationship between films and society. This course will prepare students to closely analyze how meaning is developed through sounds and images and have a deeper understanding of how entertainment reflects our society.

## Creative Writing

½ elective credit

Prerequisite: None

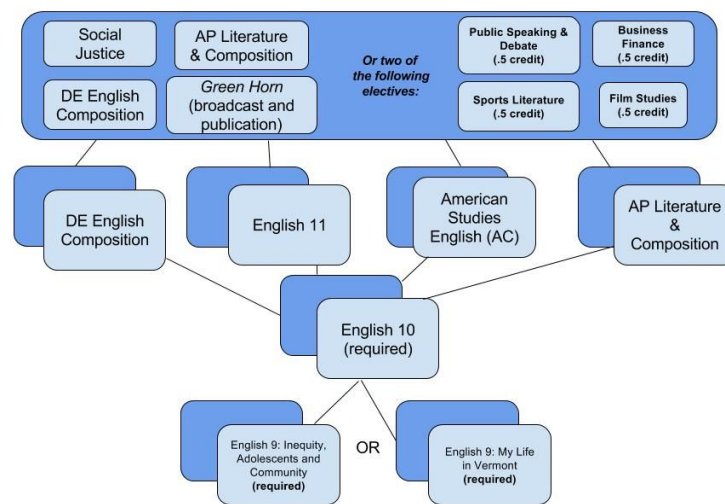
In this course, students will learn the principles and techniques of creative writing and actively participate in writing workshops. Students will read and discuss the styles and techniques of various writers and will begin to develop their own sense of style and voice in their own work.

## Theater I-IV

1 elective credit in English or Fine Arts (if everyday, ½ if every other day)

Prerequisite: None

In this course, students will learn to, analyze, write, read, and produce plays. Students will expand their on-stage and backstage skills through acting exercises, research, reading, and, design work. Main focuses of this class are valuing artistic choices (objective and subjective), script analysis, performance, and production work. By enrolling and participating in this class students will be able to build their public speaking, social and collaborative skills.



## Mathematics

Mathematics courses at Springfield High School address the Common Core State Standards and prepare students for college entrance, the Smarter Balance Assessment, and SAT Exam. Students must have three credits in mathematics to graduate including one credit in Algebra I and one credit in Geometry. For students in the class of 2021 and beyond, students will be required to earn at least one half credit in a Statistics course. Students planning to continue their education in college are strongly advised to have at least four credits in college preparatory mathematics. The Springfield High School Mathematics Department offers a wide range of upper level courses, such as: Statistics, Pre-Calculus, and College Board Certified AP Statistics and AP Calculus.

## **Foundations**

1 math credit and 1 elective credit

Prerequisite: None

This course is an entry-level math course designed for students who are not yet ready for Algebra I. The primary focus of the course will be on developing a strong foundation in the basic operations of arithmetic including addition, subtraction, multiplication, and division using integers, fractions, percentages, and decimals with additional work developing foundational understanding of geometry, measurement, pre-algebra, and graphing. For all of these topics, time will be spent on applications and problem solving strategies.

## **Algebra I Part A**

1 elective credit

Prerequisite: None

This course provides students with a strong foundation in linear functions and equations. Students explore various relationships between quantities and represent them using graphs, tables and algebraic representations. They focus on linear relationships arising from a variety of contexts. Students also examine linear equations that arise from functions, and learn a variety of techniques to solve equations algebraically and graphically. Students are expected to have a scientific calculator.

## **Algebra I Part B**

1 math credit

Prerequisite: Algebra I Part A

This course is a continuation of the topics studied during Algebra I Part A. Students in this course begin with an examination of systems of two linear equations. The course then moves into exponents, polynomials, and the rules that govern operations on them. Students then study quadratic and exponential functions in depth, using a variety of techniques to analyze and represent quadratic functions. The study of quadratic functions naturally leads to quadratic equations, and students master a variety of techniques for solving quadratic equations. Students are expected to have a scientific calculator.

## **Algebra I**

1 math credit

Prerequisite: None

In Algebra I, students investigate a variety of function families, their graphs, and equations arising from them. Students will focus on creating and solving equations and inequalities in one and two variables, and on linear, exponential and quadratic relationships. Students will learn to represent functions algebraically, graphically, numerically and using verbal or written descriptions. Throughout the course, students explore real-world problems and attempt to describe relationships between quantities using mathematical models. Students are expected to have a scientific calculator.

## **Geometry**

Semester course: 1 credit; Year-long course: 1 math credit and 1 elective credit

Prerequisite: Algebra I or Algebra I part B

Plane and solid geometries are explored. Geometric properties will be analyzed using deductive reasoning as well as formal and informal proof. Students will prove and apply properties of angles, parallel lines, triangles and quadrilaterals. Students also investigate similarity and trigonometry, as well as area and volume. Students are expected to have a scientific calculator.

## **Algebra II**

1 credit

Prerequisite: Geometry

A brief review of Algebra I naturally extends to the following topics: functions; irrational, imaginary, and complex numbers; operations with polynomials; graphing polynomials; exponential and logarithmic functions; rational and radical functions; extending trigonometry to the unit circle; and model distributions of data. Students are expected to have a scientific calculator.

## **Advanced Algebra II (AC)**

1 credit

Prerequisite: Geometry and teacher recommendation

This challenging option is specifically designed for the Advanced Placement-intending student. A review of the real number system leads to the study of first and second degree equations in both one and two variables. Exponential and logarithmic functions will be introduced. In addition students will study trigonometry and model distributions of data. Students are expected to have a scientific calculator; a graphing calculator is preferred.

## **PreCalculus (AC)**

1 credit

Prerequisite: Advanced Algebra 2 or Algebra 2 with teacher recommendation

This course is designed to prepare students for a calculus course. Topics include poly-nomial, rational, exponential, and logarithmic functions. It includes a thorough study of trigonometry. Other topics introduced include conic sections and limits. Students are encouraged to have a graphing calculator.

### **Calculus (AP/DE) - River Valley Community College**

1 credit (DE); 1 ½ credits (AP)

Prerequisite: PreCalculus (AC)

This is a college level introduction to differential and integral calculus. The material covered in this course will be sufficient to prepare students to take the AB Calculus Advanced Placement Examination. A TI-83+ or TI-84 graphing calculator is required for this course. Students continuing on in the spring are required to take the AP Exam. Students must take a math placement. Students must take a math assessment for placement purposes prior to registration.

### **Statistics (AP/DE) - River Valley Community College**

1 credit (DE); 1 ½ credits (AP)

Prerequisite: Advanced Algebra 2 or PreCalculus (AC)

An introduction to the basic ideas and techniques of probability and statistics. Topics may include numerical and graphical descriptive measures, probability, random variables, the normal distribution, sampling theory, estimation, hypothesis testing, correlation and regression. The use of a TI-84 is required. Students must take a math assessment for placement purposes prior to registration. Students continuing on in the spring are required to take the AP Exam.

### **Finance**

1 credit

Prerequisite: Open to grades 11 and 12

Students will create personal budgets and investigate career opportunities. Students will apply math reasoning, statistical analysis, and problem solving in areas such as banking, taxes, housing, and transportation. Students will also develop a long-range view of budgeting, exploring investment options, and debt management strategies with an eye toward financial independence. Areas of study may include personal financial planning, budgeting, income, banking, consumer awareness, insurance, credit pros and cons and retirement.

### **Statistics**

1 credit or ½ credit option

Prerequisite: Algebra I

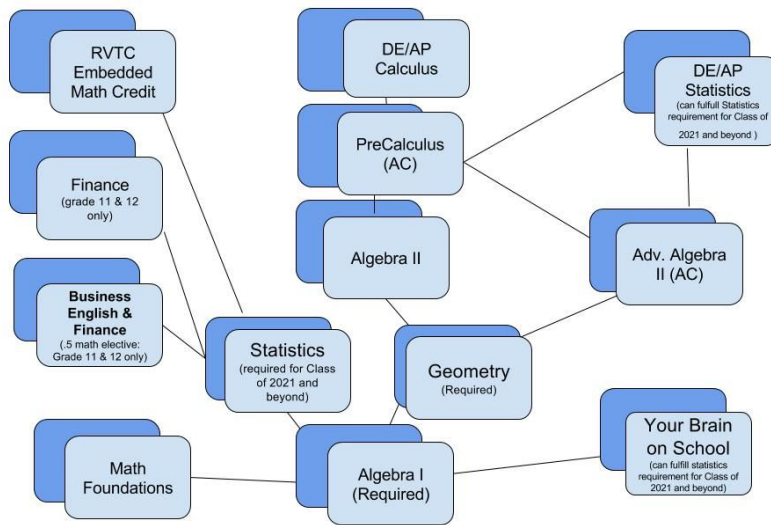
This introductory statistics course covers statistical methods and reasoning as they apply to such fields as medicine, environmental science, sports, politics, and entertainment. Students will produce, organize, and analyze data using measures of central tendency and statistical inference. Students will understand and apply basic concepts of chance and probability.

### **Technology and Mathematics for the 21st Century**

½ credit

Prerequisite: Open to grades 9 and 10

In this course, students will learn basic elements of a wide variety of STEM (science, technology, engineering and mathematics) courses. The course may include topics in math modeling, basic coding, engineering and design. The course will be project-based, and will provide students with an opportunity to explore different domains of the STEM field.



## Science

The Springfield High School Science program offers a diverse selection of courses, and requires that students demonstrate proficiency in a minimum of three science courses, all of which are aligned to the Next Generation Science Standards. All freshmen students are required to enroll in Introduction to Chemistry and Physics (ICAP), as it is a prerequisite course. Students are required to take Biology and Earth and Space Science as their second and third science credit, respectively.

### Introduction to Chemistry and Physics (ICAP)

1 credit

Prerequisite: n/a

In this course, students will learn basic chemistry and physics concepts using an inquiry and engineering approach. By the end of the course, students will have a conceptual understanding of the following disciplinary core ideas in the physical sciences: matter and its interactions; motion and stability; energy; and waves and their applications in technologies for information transfer. This course is required for all SHS students, and helps students develop a foundation for more advanced science courses.

### Biology

1 credit

Prerequisite: Introduction to Chemistry and Physics (ICAP)

In biology, students will learn about life, from individual cells to organisms to the global ecosystem of Planet Earth. By the end of the course, students will have a conceptual understanding of the following disciplinary core ideas in the life sciences: structure and function; ecosystem interactions, energy, & dynamics; heredity, and biological evolution. This course is required for all SHS students, and should be taken after Introduction to Chemistry and Physics.

### Earth & Space Science

1 credit

Prerequisites: Biology

In this course students will learn the basics of the universe and Earth's place in it, Earth's history, Earth's systems and climate. Students will discover how Earth has changed over time and how humans have influenced these changes. Students will be expected to apply this information to make predictions about the future. This is a required course for all Springfield High School Students.

### Human Anatomy and Physiology (AC)

1 credit

Prerequisites: Biology

In this course, students will learn the anatomy and physiology of the human body. By the end of the course, students will gain a comprehensive understanding of how the body uses homeostatic mechanisms to carry out processes that sustain life, as well as develop a deeper appreciation for the wonderful complexity of the human body. This course is accelerated, and is recommended for students who are interested in pursuing a health-related career or for those who wish to learn more about how their body works.



## Forensic Science

1 credit

Prerequisites: Biology

In forensics, students will learn how science is used to help investigate crimes. Examples of topics include: evidence collection, DNA fingerprinting, blood & blood spatter analysis, toxicology, skeletal analysis, and current events. By the end of this course, students will be able to analyze & interpret crime scene data and construct forensic explanations. This hands-on course will allow students to apply science to real world situations, expand critical thinking skills, and explore career possibilities in forensic science.

## General Physics (with DE Option) - Vermont Technical College

1 credit

Prerequisite: ICAP & Algebra II (with recommended minimum of B-)

This is a general physics course introduces the student to basic classical physics. Topics include Newtonian mechanics, elasticity, fluids, heat transfer, and DC circuits.

## Introduction to Chemistry (with DE Option) - Community College of Vermont

1 credit

Prerequisites: Biology & at least concurrent enrollment in Algebra II

This course is an introduction to the concepts, principles and applications of chemistry. Includes atomic structure, periodicity, structure of matter, solutions, and an introduction to organic chemistry. Includes lab sessions which will illustrate the principles of quantitative interpretation of data.

## Advanced Biology: Cells & Genetics (AC)

1 credit

Prerequisites: Biology (with recommended minimum of B-)

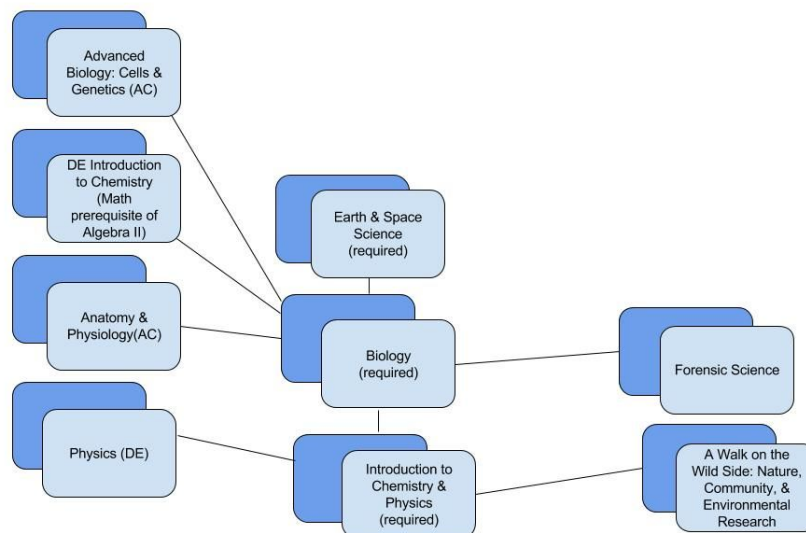
In this introductory biology course, students will explore the “process of science” with hands-on field and laboratory experiments. Topics in this course include the chemistry of life, cell structure and function, cell reproduction, classical and molecular bases of inheritance, and DNA technology. (Students needing a full year of introductory biology should also complete BIO-1211.)

## Astronomy

½ credit

Prerequisites: None

Astronomy provides students with the opportunity to explore Earth’s Place in the universe in greater depth. In this course, students will focus on topics such as the cycle of the sky, the solar system, the role of gravity, and astronomical history. Several assignments will be based on the observation of the night sky and students will be expected to spend a fair amount of time outside of class making observations.



## Social Studies

The task of providing education for effective citizenship is the major responsibility of the social studies department. Social studies programs provide the knowledge and understanding upon which civic decisions can be based as well as provide for the acquisition of skills needed to carry them out.

A student must fulfill a minimum social studies requirement to graduate as follows: 1 credit in Civics, Society and Government; 1 credit in US History and 2 elective credits. Students can choose to skip US History in 10th and take American Studies in either the 10th Grade year or 11th Grade year with teacher recommendation.

### **Civics, Society, and Government**

1 credit.

Prerequisite: None

In this course students will learn what it means to be a citizen in America and practice being citizens in their own community. Students will study the history of civic engagement, examine the foundational documents in American government, and compare different interpretations of the role of government. Students will then investigate how state and local government affects their lives, before finally proposing action they can take to improve their communities. By the end of the course students will be able to research and write both informational and argumentative essays.

### **US History**

1 credit

Prerequisite: Civics, Society, and Government

In this course students will learn about the history of the United States from its foundation into the 1920s. Students will study the origins of disagreement in American politics, look at how those disagreements deepened as the country expanded west, assess the causes and results of the American Civil War, and analyse the cultural, social, and political changes of the turn of 20th century. By the end of the course students will be able to conduct significant independent research to respond to a research question they create for themselves.

## Electives

### **American Studies: Social Studies (AC)**

1 credit

Prerequisite: Civics, Society and Government and US History

In this course, students will learn to appreciate and understand American thought and culture through a study of American history, literature, art, and music. Summer work is expected to be completed before the course starts. Students will leave the course having completed two full research papers. It fulfills both junior English and social studies requirements (US History). The course runs everyday for the full year. American Studies is an advanced course. By the end of the course, students will be able to conduct significant independent historical and literary research, analysis, and writing.

### **America Since 1945 (AC)**

1 credit

Prerequisite: US History or American Studies

In this accelerated course, students will learn about the intellectual, political, social, and cultural changes in America between the end of the Second World War and the present. Students will look at the good and bad of American prosperity after the War, compare the Civil Rights Movement to other American social movements, investigate the cultural and social changes of the 1960s and '70s, trace changes in the Cold War, compare various presidents' administrations foreign and domestic policy, and weigh which challenges have been most pressing for America in recent years. By the end of this course, students will be able to conduct significant historical research and craft high-level arguments based on their results.

### **Global Flashpoints**

½ credit

Prerequisite: Civics, Society, and Government

In this course, students will learn about some of the world’s most pressing international issues. Students will investigate current global crises by examining the context that made those conflicts break out, and propose solutions based on current evidence. By the end of the course, students will be more informed about what is going on right now in the world, and will be better equipped to address those challenges.

**Contemporary Issues**

½ credit

Prerequisite: Civics, Society, and Government

In this course, students will grapple with domestic issues facing today’s American Society. Students will trace the origin of controversial questions---What are the limits of the 2nd Amendment? What are the limits on the government’s ability to read your email?---and look at different arguments trying address them. By the end of the course, students will be more informed on critical issues in America, and will be able to take informed stands according to their own knowledge and research.

**Know Your Self, Your Brain, Your Life**

1 credit

Prerequisite: Sophomore US History

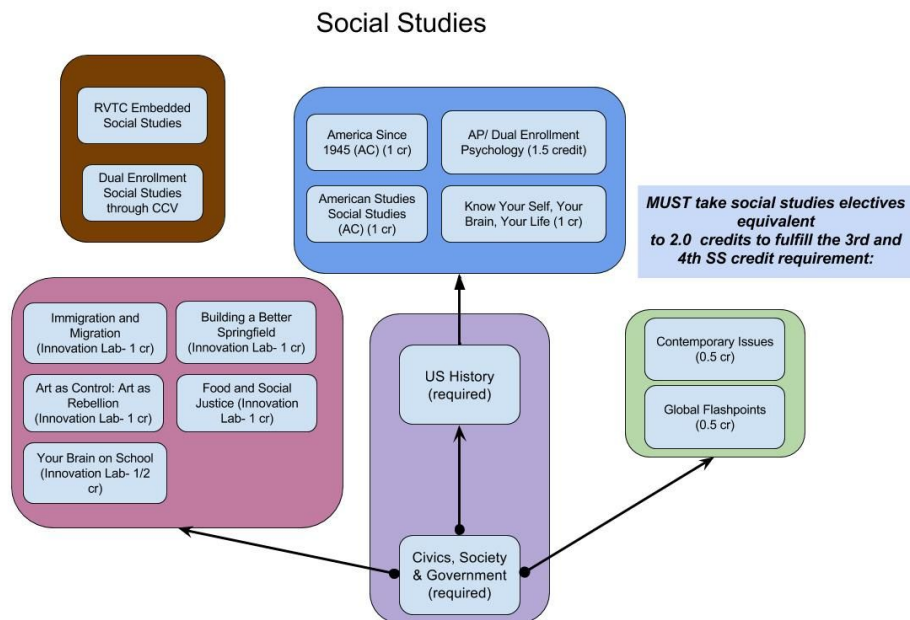
In this course, the social sciences of Sociology, Psychology, and Economics will be combined, where students will examine: ways that their brain works and interprets information, ways that they interact with society, and ways that society interacts with and influences them. By the end of the course, students will be able to “ask good questions” about themselves and the world around them, and understand how to conduct and read research in the social sciences.

**Introduction to Psychology (DE/AP) - Vermont Technical College**

1 credit (DE); 1 ½ credits (AP)

Prerequisite: Sophomore US History

In this course, students will be introduced to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.



## World Languages

World Language study gives students the chance to see the world from different points of view, and the ability to describe the world they see in new ways. The main goal of World Language courses at SHS is successful communication in an unfamiliar context. World Language study is also a crucial part of the Vermont Global Citizenship proficiencies. The study of other languages and cultures leads to more development in the areas of brain flexibility, creativity, divergent thinking and higher-order thinking skills, an improved vocabulary in English, a better understanding of one's own language and culture, and stronger career opportunities. The World Language Department also offers foreign travel and exchange program opportunities for its students.

### Introduction to World Languages

1 credit

No prerequisite

Students will be learning basic expressions in different languages during class time, along with cultural elements from different countries where these languages are spoken. Students will also be learning language at their own pace using an online language learning platform called Duolingo. Included in the class is an introduction to basic linguistics, and a study of how languages are related to one another. At the conclusion of this class, each student is encouraged to go on to Level I of either French or Spanish, supporting their future learning for both workplace and higher learning contexts.

### French I

1 credit

No prerequisite

This course is an introduction to French language and culture. Students will start to develop the skills of listening, speaking, reading, and writing. Students will learn to understand and communicate in the language at a basic level with simple verbal and written responses. Basic grammar and sentence structure will be applied via everyday vocabulary. Throughout the course students will also be introduced to cultural themes of the French speaking world. By the end of the course, students will be able to maintain a basic conversation and interpret basic texts in French, supporting their ability for future French and language study.

### French II

1 credit

Prerequisite: French I with a 2 or better

Students begin by reviewing vocabulary and the present tense while adding needed expressions and structures. They then master basic past tense as they increase their vocabulary concerning their everyday world. More ease and competency when speaking of daily events is expected. Listening comprehension includes conversations on known topics. Reading of higher-level authentic texts increases as the course progresses, and writing begins to take more complex forms. Students will also have the opportunity to correspond with French high school students during the semester. This course supports student learning of language and culture with the intent of fluency and future study.

### French III (DE) - Community College of Vermont

1 credit

Prerequisite: French II with a 2 or better

This course is dual enrollment through CCV, and as such, has specific proficiencies called upon for success.

*Students understand and speak in French:*

Students participate in a variety of conversations, as a class group and in pairs.

Students listen to and watch a variety of authentic audio and video recordings.

Students prepare dialogues/presentations, carry out skits, and negotiate meaning orally and aurally in French.

Students listen to instructions from others and respond appropriately.

*Students write and read in French:*

Students create written works based on classroom learning.

Students read a variety of written works to expand their experience and comfort with vocabulary, grammar, syntax, and cultural elements.

Students correspond with native Francophones.

### **French IV (AC)**

1 credit

Prerequisite: French III with a 2 or better

Students in this course improve their reading, writing, and aural/oral skills in French, speaking and writing with even more complexity and accuracy. Varied texts are designed to be read critically within their context in order to build students' language and culture reference bank. Creative tasks and individual projects allow personal goals to be met. Current events in Francophone contexts contribute to students' class and personal work. At the completion of this course, students are expected to be able to communicate with a native speaker about everyday topics, and go on to higher education to succeed at a 200-level.

### **French V (AC)**

1 credit

Prerequisite: French IV with a 2 or better

This course is designed for students who are interested in communicating in French at an advanced level. Students will develop working knowledge of thematic vocabulary and ever more complex grammatical structures. Students are asked to speak and write with more complexity and accuracy. Students will continue to focus on individual projects. This course will increase students' ability to read and appreciate literary texts in French. At the completion of this course, students are expected to be able to communicate fluidly with a native speaker about everyday and some more specific topics, and go on to higher education to succeed at a 200-level.

### **Spanish I**

1 credit

No prerequisite

This course is an introduction to the Spanish language and culture. Students will start to develop the skills of listening, speaking, reading, and writing. Students will learn to understand and communicate in the language at a basic level with simple verbal and written responses. Basic grammar and sentence structure will be taught in basic, everyday vocabulary. Throughout the course students will also be introduced to basic cultural themes of the Spanish speaking world. By the end of the course students will be able to maintain a basic conversation in the language. A combination of texts and supplementary materials is used.

### **Spanish II**

1 credit

Prerequisite: Spanish I with a 2 or better

The students in this course will build upon the basic vocabulary and grammar mastered in Spanish I. Students will continue to develop their listening, speaking, reading, and writing skills. In this course, the difficulty of grammar structures, writing tasks, and reading texts increases. Learning Spanish requires being exposed to large amounts of the new language and getting used to communicating in that language. Students will be asked to make every attempt to listen to and communicate in Spanish with the teacher and peers during class. A combination of various texts and supplementary materials is used.

### **Spanish III (DE) - River Valley Community College**

1 credit

Prerequisite Spanish II with a 2 or better

In this course students will expand their language skills in listening, speaking, reading, and writing. Students will focus with more detail on topics that relate to survival in a Spanish speaking country such as getting around town, checking in at hotels, ordering food at a restaurant, going to the hospital, shopping, and going to the police. Grammar and vocabulary level of difficulty increases significantly. Students will be asked to make every attempt to communicate in Spanish with the teacher and peers during class. A combination of texts and supplementary materials is used.

This course is dual enrollment through CCV.

### **Spanish IV (AC)**

1 credit

Prerequisite Spanish III with a 2 or better

In this course students' will expand their language skills mastered in the previous years. More complex grammatical structures are introduced and vocabulary learned in previous years is expanded and recycled. Students are called upon to speak and write with more complexity and accuracy. During this course students make every attempt to communicate in Spanish with the teacher and peers. A combination of various texts and supplementary materials is used.

## **Spanish V (AC)**

1 credit

Prerequisite Spanish IV with a 2 or better

This course is designed for students who are interested in communicating in a world language at an advanced level. Students will acquire knowledge of thematic vocabulary and more complex grammatical structures. Students are asked to speak and write with more complexity and accuracy. Students will also focus on individual projects. This course will increase students' ability to read and appreciate literary texts in Spanish. During this course students communicate in Spanish with the teacher and peers. At the completion of the course students are expected to be able to communicate with a native speaker about everyday topics.

## **Visual Arts**

The goal of the Visual Art Program at SHS is to help students gain both art specific and transferable skills within an alternative learning environment. It is designed to help students develop their creativity and visual awareness, improve their art skills, and develop understanding and appreciation of art and art history. We teach and encourage students to use creativity to solve specific art problems and become independent artists and thinkers.

### **Art I: Methods and Materials**

½ credit

No prerequisite

This is an introductory course that focuses on using art materials and techniques. By the end of this course students will be able to use a variety of materials and techniques for drawing, painting, printmaking, multimedia, and 3D art. Students will practice persistence and problem solving in this course, and will learn through experimentation and application.

### **Art II: Elements and Principles of Art**

½ credit

Prerequisite- Art I OR teacher recommendation OR ½ credit of art

This course builds on the skills and knowledge gained in middle school art and/or Art I. Students will learn how to use the Elements of Art and Principles of Design to create interesting and meaningful compositions. Students will work through artistic problems in the areas of drawing, painting, graphic design, and sculpture. This class has a strong emphasis on creative problem solving and meaning making through visual arts.

### **Art III: Drawing**

½ credit

Prerequisite- Art II or senior with ½ credit of art

In this course, students will gain the skills to draw realistically from observation as well as develop a personal style and voice in drawing media. Gesture drawing, contouring, perspective, and shading techniques will be explored through still life, portrait, and landscape drawing with a variety of drawing materials. Projects will be enriched with art history, presentation, and critique.

### **Art III: Painting**

½ credit

Prerequisite- Art II or senior with ½ credit of art

In this course, students will build upon painting materials and techniques, and essential formal concepts. Emphasis is placed on painting from observation, innovative approaches to solving problems, and the application of the critique process in written and oral form. Students will be working primarily to organize and develop artistic ideas through the application of acrylics, watercolors, and water-soluble oils.

### **Art III: Darkroom Photography**

½ credit

Prerequisite- Art II or senior with ½ credit of art

In this course, students will use film photography to create strong compositions, comment on social issues and culture, and learn the technological progression of perhaps the most powerful and popular artistic medium of our time. When students leave this course, they will not only know how film photography works, but they will be able to take good, meaningful photos on any device.

### **Art III: Digital Imaging**

½ credit

Prerequisite - Art II or senior with ½ credit of art

This course is an introduction to basic techniques and strategies used in digital imaging software for the production of both screen-based and printed artworks. Students will learn how to manipulate digital photography by combining, retouching, and adding effects in Adobe Photoshop.

### **Art IV: Advanced Art**

1 credit

Prerequisites - 1 ½ art credits (including drawing or painting)

This course is designed for highly motivated visual arts students. Advanced techniques in drawing and painting will be explored as will sculpture and alternative media techniques. This class will encourage students to get more creative with their projects and create artworks with meaning. Students will create art displays, present and critique artwork, and study art history through challenging and meaningful art projects.

### **Art V: Portfolio Art**

1 credit

Prerequisites - Advanced Art or 2 art credits (including drawing and painting)

This course is intended for those students who wish to apply to art schools or major in an art field in college. Students will build a portfolio of 2D and 3D works that show both a breadth of skills and a focus on one medium, subject matter, or art concept. Advanced projects assigned by the teacher will build on the students' skills in the areas of drawing, painting, and sculpture while each student will also work on projects of their own choosing to create a concentration within the portfolio.

## **ELECTIVES**

### **Elective Arts: Murals & The Community**

½ Credit (This course does not cover all of the arts PBGRs)

Prerequisites - Art I OR teacher recommendation

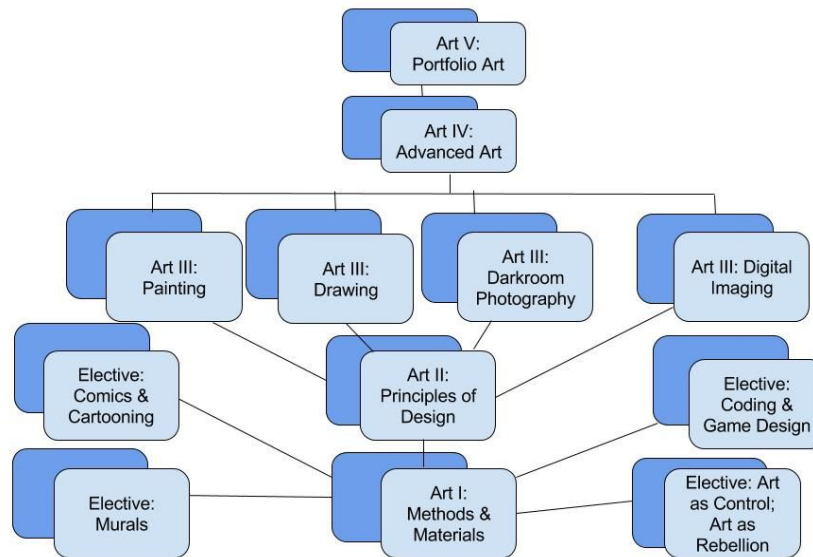
In this course, students will work to connect art and the community through the creation of murals. These murals will be created not only within the high school, but in various locations around Springfield. Focusing on social and community development, student will both gain and apply the skills necessary to express their experiences, interests, and cultures.

### **Elective Arts: Comics & Cartooning: A Guide to Illustrations**

½ Credit (This course does not cover all of the arts PBGRs)

Prerequisites - Art I OR teacher recommendation

In this course, students will gain illustration skills and knowledge by developing their own character design and storyline. By the end of the course, students will create both a comic strip and a digital animation for their intended narrative. Media include pen & ink, and digital softwares such as Blender and Autodesk Sketchbook.



## MUSIC

Be The Music! Grow your voice in Chorus – no experience needed – or audition to join Madrigal Singers and perform throughout the region. If you'd rather play an instrument, Wind Ensemble welcomes both beginners and advanced performers. Want to explore new sounds or write your own music? We offer Sonic Sandbox and Music Composition online, not to mention Private Lessons, all on your schedule. If you're ready to work, we can work it out, so start making music at SHS today!

What you will learn  
 What accomplish by end  
 Life skill

### Wind Ensemble

1 credit, ½ credit OR Audit

Open to grades 9-12

Prerequisite: teacher approval (of playing level)

In Wind Ensemble, we emphasize performing live as a group and learn the skills to make that happen. Expect to practice 15 minutes a day at home; by the end of the year, playing styles from hip-hop to military marches to film scores, you'll know your instrument better, play more musically and master all 11 National Core Arts Standards to fulfill your arts requirement. But why stop there? With options for ½ credit and auditing, you can play all 4 years of high school and beyond, go to Districts, All State, parades. Playing music is a lifelong way to meet people, celebrate life and be human.

Officers: Prime Minister, Librarian, Secretary, Tech Guru, Publicist

### Chorus

1/2 to 1 credit

Open to grades 9-12

Prerequisite: none

In Chorus, we focus on the National Core Arts Standards for performance and connecting -- the basics of music and how to sing well. We sing styles from current hits to show tunes to classical. With hard work, you can expect to read better, breathe better, hear better, gain confidence in singing and sing with better accuracy in English and other languages! To fulfill your arts requirement, combine Chorus with an arts creation course like Art 1, Music Composition or Sonic Sandbox. Like playing in band, singing is a lifelong way to meet people, celebrate life and be human.

Officers: President, Librarian, Secretary, Tech Guru

### Madrigal Singers

1 credit

Open to grades 9-12



Prerequisite: audition

In Madrigal Singers, we sing challenging music in many different styles and languages. Usually, we sing “a cappella,” without accompaniment. Expect to work hard on your voice, your ear, and your musical knowledge and by the end of the course you will know your voice better, sing more musically and master all 11 National Core Arts Standards to fulfill your arts requirement. Madrigal Singers serve as SHS musical ambassadors to the community, so plan on singing a lot in public, auditioning for music festivals and preparing for a lifetime of singing as a way to meet people, celebrate life and be human.

Officers: Prime Minister, Librarian, Secretary, Tech Guru, Publicist

### **Applied Private Lessons/Small Ensemble**

1/2 credit

Prerequisite: selection interview

In this course, you will focus on the National Core Arts Standards for performance and connecting. For this, you can choose from a variety of instruments. In addition to band instruments, guitar or piano are options for those already in a school ensemble. Past students have prepared for auditions, learned a secondary instrument or just worked to improve. Depending on teacher availability and your level, you can schedule during any block. By the end of the course, you can expect to improve in your chosen area of musical focus and be better prepared for playing or singing as a lifelong way to meet people, celebrate life, and be human.

### **Sonic Sandbox**

1/2 credit

Prerequisite: none

This course is taught as an elective at SHS and online as part of the Vermont Virtual Learning Cooperative. Sonic Sandbox allows students to explore sound almost as they would color or clay in a visual art class.

### **Music Composition and Song Writing**

1/2 credit

Prerequisites: none

This course is taught as an elective at SHS and online as part of the Vermont Virtual Learning Cooperative. Music Composition and Song Writing gives students tools and skills to compose original works and set words to music.

### **DRUM CLASS**

1/2 credit

Prerequisite: none

Drum Class gives students a chance to learn drum patterns for dozens of popular styles, from hip-hop, to metal to folk music from around the world. We focus on the National Core Arts Standards for performance and connecting, meaning you’ll learn the basics of drum playing, how musicians write down what they play, how to play many different instruments and how to read, write and speak about music. To fulfill your arts requirement, combine Drum Class with an arts creation course like Art 1, Music Composition or Sonic Sandbox. Choose the music you want to learn and get started on a lifetime of playing!

## **Physical Education**

Students in Physical Education will be graded in accordance with the following National Physical Standards:

1. Demonstrates Competency In a Variety Of Motor Skills And Movement Patterns
2. Applies Knowledge of Concepts, Principles And Tactics To Movement And Performance
3. Demonstrates The Knowledge And Skills To Achieve A Health-enhancing Level Of Physical Activity And Fitness
4. Exhibits Responsible Personal And Social Behavior That Respects Self And Others.
5. Recognizes The Value Of Physical Activity For Health, Enjoyment, Challenge, Self-expression And / Or Social Interaction.

### **Introduction to Physical Education**

½ credit

Required of all 9th Graders

Prerequisite: None

This course is offered only to freshmen. The course is designed to develop skills in a variety of sports and activities with a focus on lifetime enjoyment and overall physical fitness.

Time will be spent learning the skills, techniques, rules and strategies of various activities.

The sports and activities implemented will vary with seasonal weather and the number of students enrolled in the course. Students will be graded on the following: their proficiency level based on the Five National Physical Education Standards, Fitnessgram testing, written assignments, projects, quizzes, and a final exam. The following is a list of activities that may be offered throughout the year: soccer, flag football, lacrosse, badminton, ultimate Frisbee, team handball, speedball, physical fitness, floor hockey.

### **Personal Fitness**

½ credit

Prerequisite: Intro to P.E. or be a 10th - 12th grader

This is a primarily self-directed course with focus on goal setting, fitness concepts, and basic nutrition and overall healthy habits. Students will teach weight training exercises and techniques to their peers. Students will use both the weight room and fitness room to conduct personal fitness plans.

### **Offseason Training**

½ credit

Prerequisite: Intro to P.E. or be a 10th - 12th grader. **MUST** be a member of an SHS sports team or have prior permission from the P.E. Department.

This strength, conditioning, and skill development course is designed to improve overall athletic performance. The student will collaborate with their coach and instructor to develop a program that encompasses drills and activities to help maximize athletic growth.

### **Lifetime Activities**

½ credit

Prerequisite: Intro to P.E. or be a 10th - 12th grader

This course is designed to expose students to a variety of activities that they can participate in for a lifetime, to reinforce skills and knowledge in a variety of individual activities to build confidence, self-esteem, cooperation and communication skills. The course will provide students the opportunity to challenge themselves physically and mentally in an atmosphere that is safe, supportive, and fun.

The sports and activities implemented will vary with seasonal weather and the number of students enrolled in the course. Some of the activities that may be included are: problem-solving initiatives, kayaking, biking, sledding, snowshoeing and outdoor survival, personal fitness, bowling, net games, tennis, archery and golf.

Students will be graded on their proficiency level based on the Five National Physical Education Standards, written assignments, projects, quizzes, and a final exam.

### **Team Sports**

½ credit

Prerequisite: Intro to P.E. or be a 10th - 12th grader

This course is designed to reinforce skills and knowledge in a variety of competitive team sports. The course will look at all aspects: officiating, keeping stats, score keeping, history, game strategies, field and court dimensions, preparation and equipment set up. These activities may include but are not limited to the following: soccer, flag football, softball, basketball, floor hockey, volleyball, team handball, and lacrosse.

### **Varsity Team Sports Management**

½ credit

Prerequisite: **MUST** be a member of a Varsity Team and follow the application process for enrollment.

Students must apply in advance. Application must be completed prior to the start of the first (of two) applicable sports seasons.

1. Application includes approval by student, parent, coach, AD, counselor, PE Teacher of record, and administration.
2. Student must agree to successfully complete two full seasons of sports within one school year.
3. Student must also participate in each of the following:
  - Assist at a summer camp or clinic (of their sport) for at least 2 hours (Hours can not be used toward SHS community service hours)
  - Officiate Junior High/Parks and Rec scrimmage or game with assistance from qualified referee (must provide written verification from the Coach, Athletic Director, Parks & Rec Director and/or Assistant Director.

- Keep score or the official book for at least one game at either a junior high sporting event or Parks and Recreation event.
4. Student must (at conclusion of each season) submit a 3-5 page paper outlining their personal growth in the sport(s) played and describe how their experience is connected to the PE standards.
  5. Student must remain academically eligible for entirety of sports seasons.
  6. Student must remain in strong team standing for entirety of sports seasons.
    - a. Comply with SHS Athletic Handbook
    - b. good attendance (no unexcused absences from any team functions)
    - c. exemplifies the following characteristics:
      1. hard work
      2. leadership
      3. discipline
      4. teamwork
      5. physical fitness

## **Health**

### **Intro to Wellness (Health I)**

0.5 credit

Prerequisite: none

This ninth grade course is comprised of a comprehensive health curriculum, which covers concepts of wellness, assessing the various dimensions of wellness, suicide prevention and stress management strategies. Students will use critical thinking skills to discover ways for enhancing wellness, reducing risk of disease and promoting healthy behaviors for themselves and their families. Students will demonstrate their learning achievement through performance and/or cognitive assessments. Health Education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal is for students to become health literate and to use such information/skills in health-enhancing ways.

### **Personal Health (Health II)**

0.5 credit

Open to: Grades 10-12

Prerequisite: Intro to Wellness

This course teaches students the skills necessary to weigh options, make responsible decisions and to develop behaviors that promote healthy and balanced lifestyles. Instructional units include Nutrition and Physical Activity; Substance Abuse Prevention; and Healthy Human Sexuality. All students will learn the lifesaving techniques of Adult First Aid/CPR/AED through the American Red Cross (CPR certification is optional). By the end of the course students will be able to demonstrate the ability to practice health-enhancing behaviors that reduce risk and promote health. Students will demonstrate their learning achievement through performance and/or cognitive assessments.

### **Wellness for Life (AC)**

1 credit

Open to: Grades 11-12

Prerequisite: Successful completion of Intro to Wellness and Personal Health

This is a unique, advanced health course for the student who is interested in exploring wellness issues that arise during the transition from high school to college and beyond. This course will prepare you with the knowledge and skills needed to help you lead a healthy independent lifestyle, whether you enter college or the workforce. Topics addressed: Wellness Models; Chronic and Infectious Diseases; Nutrition; Global Health; Sleep and Rest; Stress Management; Human Sexuality; The connection between Poverty and Wellness; Career development skills; Lifelong financial health; Addiction; Emergency Preparedness; Promoting a healthy, healing environment; and Alternative Medical Systems.

### **Independent Living**

.5 credit

Open to: Grade 12

Prerequisite: Successful completion of Intro to Wellness and Personal Health

What do you need to learn before you start living on your own? What skills are necessary to survive and thrive in the “real world”? How do lifestyle, education and goals influence career choice? All this and more in Independent Living! Students will experience and practice future living skills such as meal planning & preparation, buying a vehicle, managing a bank account and credit/debit card, preparing a 1040EZ, basic clothing upkeep and renting an apartment; just to name a few. The Independent Living course is designed to provide valuable, hands-on information that will be useful for a lifetime!

## **Driver Education**

### **Drivers Education**

.5 credit on completion of both classroom and in-vehicle requirements.

Prerequisite: Drivers permit (must submit copy of permit to Counseling Office by 08/15/18 for fall semester or 01/05/19 for spring semester)

In this course students will learn to become competent and responsible drivers who are committed to improving driver performance throughout their lifetime. Topics will include alcohol and drug education, seat belt usage, zone control method of operation, risk management and other topics. All concepts, and most skills to be practiced in the car, will be first presented in the classroom. A partnership will be formed between the instructor, student, and parent/ guardian to help support driving skills. This course will build a foundation of driving skills that students can use throughout their lifetime of driving.

### **Digital Citizenship**

.25 elective credit

Prerequisite: required for students who are enrolled in Driver Education

This course focuses on responsible participation in our digital world. Topics may include digital life, copyright and fair-use, privacy, security, and digital footprint. This online course will be available to students when they are not completing work for their drivers ed course.

## **Miscellaneous**

### **Yearbook Production**

1 elective credit

Prerequisite: None

In yearbook production class, students will participate in all aspects of designing and producing the Springfield High School yearbook. In addition to photography and page design, students learn real-world business skills while fundraising with local businesses, designing flyers, and selling yearbooks. By the end of this course, students will be able to apply basic photography & design principles to produce a high-quality yearbook. In addition, they will be able to communicate effectively with peers and community-members. This course will allow students to explore career possibilities in fields like photography and graphic design.

### **Work-Based Learning (Internships, Job Shadows, Career Preparedness)**

Credit: TBD

Prerequisite: None

The term work-based learning refers to real-life learning experiences that take place directly at a place of employment. The hands-on skills, knowledge, and strategies that students learn in these settings are tied directly to educational learning objectives. Work-based learning programs are being implemented at Springfield High School, as this model has been proven to be effective in strengthening individualized learning and motivation for students. Students who enroll in work-based learning take part in a job shadow(s) or internship while simultaneously researching their career(s) of interest, writing a resume and cover letter, participating in mock interviews, and looking at the trends and outlooks in the job market. The classroom component of this experience takes place once a week during advisory and does not interfere with a student's academic schedule. Internships and/or job shadows can be put into a student's schedule during the school day or can be scheduled outside of the school day.

### **Learning Center**

1/2 elective credit

Requirement: To be eligible to receive specialized instruction in the Learning Center, a student must be on a current I.E.P.

The instruction of this course will focus on addressing the goals and objectives in the I.E.P. Additional support will be provided around basic skill areas. This course is graded Pass/Fail.

### **Independent Study**

½ to 1 credit

Students have the opportunity to learn and earn credit outside of the formal classroom environment. This will include individual projects and courses offered at other schools or in the community. A student may choose to study in a subject area that is not currently offered in the Course of Studies. Students are expected to develop their study program with the help of a mentor who is a member of the faculty. Any independent study must be arranged through a school counselor.

#### **Teacher Aide**

¼ elective credit for courses that meet every other day and ½ credit for courses that meet every day

Open to: Grades 10-12

Students have the opportunity to serve as an aide for a teacher of their choice. The purpose of a teacher aide is to assist the teacher in the day-to-day operations of the classroom while allowing the teacher's aide to develop new skills and knowledge. A paper stating the student's goals and objectives is required before starting a Teacher Aide position. Students must report to the classroom daily and meet the teacher expectations to receive credit. All Teacher's Aide positions must be arranged through a school counselor.

#### **Tutor**

½ elective credit for courses that meet every other day and 1.0 elective credit for courses that meet every day

Open to: Grades 10-12

If you have been successful in a core academic area (English, Math, Science or Social Studies), you may be eligible to serve as a classroom tutor. If interested, you must meet with your school counselor to make a collaborative decision about whether this is a good opportunity for you, as well as the classroom teacher you would be interested in working with. Students will be eligible to earn elective credits (as outlined above) or community service hours for tutoring.

#### **Library Aide**

½ elective credit

Open to: Grades 10-12

Prerequisite: Teacher Recommendation

Students have an opportunity to serve as an aide in the Library. The purpose of a library aide is to assist the librarian, while allowing the library aide to develop new skills and knowledge. A paper stating the student's goals and objectives is required. Potential projects for library aides include (but are not limited to) creating new book displays or promoting online resources, tech support and computer maintenance, peer instruction on research databases and web 2.0 tools, creating tutorial videos or other resources for use in the physical or virtual library, or collection and development projects. Students are expected to work in the Library and meet the librarian's expectations to receive credit. All Library Aide positions must be reviewed by the librarian and arranged through the student's school counselor.

#### **Academic Resource Center (ARC)**

½ elective credit

The Academic Resource Center, also known as ARC, is a classroom in which students in grades 9-12 receive additional resources and study strategies to further their academic potential and success. Weekly mini-lessons are provided to teach and provide practice in organization, study, and literacy strategies such as keeping and using an agenda, setting up a home study area, active reading, using graphic organizers as a pre-writing strategy, etc. The bulk of the time is given to students to complete their coursework with assistance as needed from the teachers and peer tutors in the room. Students use a rubric to evaluate themselves on a daily basis, learning the various components of academic success. The mission of ARC is to provide a space where all students feel safe to seek assistance on their learning journey in a welcoming and respectful classroom; it is a place where questions can be asked, concepts revisited and reviewed, and students' work, with guidance, to reach their academic potential.

#### **ARC Tutor**

½ elective credit

Open to: Grades 10 - 12

If you have been successful in a core academic area (English, Math, Science or Social Studies), you may be eligible to serve as a peer academic tutor. If interested, you must meet with your school counselor to make a collaborative decision about whether this is a good opportunity for you. Peer tutors will have tutoring sessions built into their academic schedule and will be eligible to earn 0.5 elective credits or community service hours.

## **Occupational Development Program**

The Occupational Development Program offers a curriculum for students who are experiencing difficulties in learning and whose academic needs cannot be met in the traditional secondary curriculum. It is the primary goal of the program to provide the student with functional math, reading, and communication skills. It is also our goal to provide the student with skills necessary to lead as independent a life as possible. These skills include: self-care; shopping; cooking; basic shop; housekeeping; clerical; budgeting; banking; and community living skills. All students are encouraged to practice appropriate self-advocacy skills needed for a successful transition to the adult world.

The Pre-Vocational courses explore areas relative to finding, getting, and keeping a job. Interview techniques are discussed and mock interview situations are arranged, as well as opportunities to complete a variety of job applications. The program provides students with training in at least one job area. An On-The-Job training program offers students supervised work-training. Upon completion of the Occupational Development Program, students will have been exposed to work-related competencies and will have become familiar

with the appropriate agencies and resources that will assist them in securing employment. In coordination with the On-The-Job training component of the program, transition services are provided to assist students in reaching their post-secondary goals and to better prepare them for life as productive, responsible adults. Our objective is to help create a seamless transition from high school to adult life. Students will have functional vocational assessments (formal and/or informal) throughout their high school career. Each graduating student will leave the program with a Summary of Performance which can be used to provide information to those who will be working with them on their post-secondary goals. Through the Multi-Year Plan (Alternative Credit Accrual Plan), the home high school will grant a diploma when the student has earned the required number of credits for graduation according to their criteria, or students must earn at least the stated number of credits in the following areas or related mainstreams: Mathematics, 4 credits; Communications, 4 credits; Pre-Vocational Skills, 3 credits; Vocational Life Skills, 4 credits (1 credit in Home Economics); Basic Shop, 1/2 credit; On-The-Job Training, 1 credit; Physical Education, 1 1/2 credits; Health, 1/2 credit.

### **Language Arts I**

1 credit

Open to: 1st year O.D.P. students

Prerequisite: None

A developmental course in language arts will be offered to each student in O.D.P. every year. Each student's program will be individualized, but areas of general emphasis will be: reading, writing, comprehension, speaking, listening, and reasoning.

### **Language Arts II**

1 credit

Open to: 2nd year O.D.P. students

Prerequisite: Language Arts I

A developmental course in language arts will be offered to each student in O.D.P. every year. Each student's program will be individualized, but areas of general emphasis will be: reading, writing, comprehension, speaking, listening, and reasoning.

### **Language Arts III**

1 credit

Open to: 3rd year O.D.P. students

Prerequisite: Language Arts I and II

A developmental course in language arts will be offered to each student in O.D.P. every year. Each student's program will be individualized, but areas of general emphasis will be: reading, writing, comprehension, speaking, listening, and reasoning.

### **Language Arts IV**

1 credit

Open to: 4th year O.D.P. student

Prerequisite: Language Arts I, II and III

A developmental course in language arts will be offered to each student in O.D.P. every year. Each student's program will be individualized, but areas of general emphasis will be: reading, writing, comprehension, speaking, listening, and reasoning. Students will complete a senior project.

### **Journalism**

½ credit

Open to: Grades 9-12

Prerequisite: None

In this course, students will be given a basic understanding of journalism. They will develop and improve basic writing skills. Students will also develop interviewing skills and note taking skills. During this class, students will create, write and distribute their own newspaper.

### **Math I And II**

1 credit

Open to: 1st, 2nd, and 3rd year O.D.P. students

Prerequisite: None

A developmental course in mathematics which provides an individual program for each student in his/her area of need. This course is required of all O.D.P. students until they demonstrate competency in the areas outlined in their individual education plan. Areas of general emphasis will be: math facts and operations, use of calculators, time, and measurement, problem solving, and Pre-Algebra.

### **Math III And IV**

1 credit

Open to: 3rd and 4th year O.D.P. students

Prerequisite: Math I and Math II

The final mathematics course for O.D.P. students is Math IV which addresses the same areas as Math I and Math II and focuses on personal finance and the mathematics necessary for independent living.

### **Science**

½ credit

Open: Grades 9-12

Prerequisite: none

This course is designed to provide students with a general overview of either life (animal classes-living and non-living), earth science (ecology), experimental (scientific method) or environmental sciences. Class activities will include opportunities for students to create and conduct their own experiments based on the science the class is studying..

### **Pre-Vocational I**

1 credit

Open to: 1st year O.D.P. students

Prerequisite: None

The first year course places an emphasis on finding the student's career interest. Students will complete interest inventories and aptitude tests. Students will also focus on developing self-advocacy skills and develop and participate in a school based small business.

### **Pre-Vocational II**

1 credit

Open to: 2nd year O.D.P. students

Prerequisite: Pre-Vocational I

During the second year study, students will work on developing pre-employment skills such as understanding help-wanted ads, talking on the phone with an employer, completing various job applications, and what to expect at an interview.

### **Pre-Vocational III**

1 credit

Open to: 3rd year O.D.P. students

Prerequisite: Pre-Vocational I and II

The third year program is designed to prepare students for job placement in the fourth year. Areas of study will include: choosing an occupation, finding a job, keeping a job and management of work and adult responsibilities such as accepting constructive criticism and learning appropriate behaviors at the work place..

### **Pre-Vocational IV**

1 credit

Open to: 4th year O.D.P. students

Prerequisite: Pre-Vocational I, II, III

Life Beyond High School!!!! The purpose of this course is to discuss issues which students will confront as they leave high school and enter post-secondary life such as budgeting, basic credit/debit card skills and learning how to contact community resources.

### **Basic Shop**

½ credit

Open to: Grades 9-12 (preference to grade 9)

Prerequisite: None

This is an orientation to shop safety and OSHA regulations with units on basic hand tools, certain power tools, materials and skills needed to shop for materials. Small projects will be the vehicle for learning individual and group skills.

### **Community, Apartment Living**

1 credit or .5 credit

Open to: Grades 9-12

Prerequisite: None

This course is designed to provide systematic instruction to students in the community. Students will learn to set up and maintain an apartment, plan, shop and prepare meals. Community visits will consist of local stores, laundromat and state offices.

### **Civics**

½ credit

Open to: Grades 9-12

Prerequisite: None

This course is designed to give students an overview of their community, state and country. It will focus on the duties and rights of citizens especially as they relate to their community. Students will also learn about the history, businesses and tourism of Vermont. The course may involve a community service project to be determined by the instructor and the students.

### **Community Outreach**

.5 credit

Open 9-12

Prerequisite: none

The purpose of this course is to provide opportunities for students to work with Community Non - profit organizations in the real world setting. The students will benefit from this hands on approach to learning by researching a variety of organizations, creating and implementing a project with the organization as well as receiving community service hours needed for graduation.

### **World Cultures**

½ credit

Open to: Grades 9-12

Prerequisite: None

Students will study countries and cultures and become familiarized with aspects of different cultures through participation in creative learning activities. Students will make comparisons and connections between their own culture and foreign cultures. Students will develop research skills and present a research project of a country of their choice.

### **Home Maintenance**

1 credit

Open to: Grades 9-12

Prerequisite: None

This course will include units in home safety awareness and minor home repairs such as: electrical, plumbing, painting, wall repair and general carpentry. The need to recycle and to support the local recycling facility will be reviewed. Students may complete small construction projects and furniture repair and reconditioning as well as horticulture. The student will gain additional knowledge through on-site experiences in the community.

### **Health Issues Involving Teens**

½ credit

Open to: Grades 9-12

Prerequisite: Teacher recommendation

This course is designed to give O.D.P. students a more in-depth look at issues facing teens today and making rational informed decisions. This class will include reproductive health issue as well as addressing the responsibilities associated with parenting.

### **Driver Ed**

½ credit

Open to: Grades 10-12

Prerequisite: Teacher recommendation

This course is designed to prepare students to pass the state learner's permit exam. Students must pass their permit exam to get credit for this class. At any point, once a student acquires their learner's permit, one half credit will be awarded for the class.

### **Family And Consumer Sciences I**

1 credit

Open to: All O.D.P. students

Prerequisite: None

This course is designed to provide students with the opportunity to plan and prepare various foods, with the emphasis on basic nutrition and working cooperatively with peers and learn simple meal preparation for the home. Students will have the opportunity to plan meals, prepare foods and maintain a kitchen. Students will be instructed in budget management. Students may also learn hand sewing and basic mending.

### **On The Job Training Jr.**

½ credit

Open to: 3rd year O.D.P. students

Prerequisite: Pre-Voc I and II

This program provides a supervised job training experience chosen by the student and program coordinator. Emphasis is placed on the development of job skills and appropriate employee behaviors. Students will create a work plan based on their own need and be evaluated by the employer.. Students will learn banking and be required to save 35% of each paycheck.



**On The Job Training Sr.**

1 credit

Open to: 4th year O.D.P. students

Prerequisite: Pre-Voc I, II and III

This program provides a supervised job training experience at a place of business in each student's community, if possible. The direction of this course is the development of entry level jobs skills necessary for employment upon graduation. Students will complete an application for hire and learn about real world situations on the job. Students will also attend monthly transition meetings to prepare for life after high school.

**Social Skills**

½ credit

Open to: Grades 9-12

Prerequisite: None

Students will develop appropriate problem solving techniques and analyze how a person's behavior has an effect on others. The students will be given various situations and role-play opportunities to work on the skills needed to relate effectively with peers and adults. This will also include interacting appropriately in community settings and working cooperatively within a group.

**Independent Study**

½ or 1 credit

Open to: Grades 9-12

Prerequisite: None

This course provides an opportunity to work on an individualized basis with an instructor in an area not covered in the scheduled classes. Students will be provided with opportunities to work on late/missing assignments, organization and study skills.

**Music Appreciation**

½ credit

Open to: Grades 9-12

Prerequisite: None

This is an introductory course that is designed to present students with an awareness of the history, genre, and theory of western music. Students will participate in activities that reinforce an understanding of composition, voice and instrumental music in a variety of styles. Students will have the opportunity to compose simple melodies as well. A final project in an area chosen by the student is required.

**Film Appreciation**

½ credit

Open to: Grades 9-12

Prerequisite: None

This is an introductory course that is designed to present students with an awareness the process of film production by studying curriculum units focused on screenwriting, art direction, cinematography, visual effects, sound and music, and more. Students will view and analyze a variety of films, short subjects, animation, and documentaries. A final project in an area of film production chosen by the student is required.

**U.S History**

½ credit

Open to: Grades 9-12

Prerequisite: None

This is a course designed to present students with a basic understanding and knowledge of the history of the United States and the international factors affecting it. Students will learn how to do basic research and make connections from the past to today's world.

**Western Civilization**

½ credit

Open to: Grades 9-12

Prerequisite: None

This course is designed to present students with a basic understanding and knowledge of the history of the world and how connections are made across time and geography. Students will learn how to do basic research and write papers.

**Reading For Pleasure**

½ credit

Open to: Grades 9-12

Prerequisite: None

This course is designed to help students develop reading strategies through various literary genres that are of high interest to the students.

### **Art Appreciation**

½ credit

Open to: Grades 9-12

Prerequisite: None

A simple approach to understanding the world of visual arts. Students will be exposed to a broad range of imagery, media, artists and periods of history. This course illustrates the meaning of art in social and cultural life throughout history. Students will learn about different media and styles. They will have the opportunity to experience hand-on-learning by creating a variety of art projects. The goal is for students to become more confident in their visual literacy.

### **Basic Skills**

The Occupational Development Program offers coursework in basic academic skills for students whose academic skills are incorporated into independent living skills.

### **Basic English Skills**

1 credit

Open to: Grades 9-12

Prerequisite: Permission of program coordinator

This course is designed to give O.D.P. students an individualized program in basic English skills such as: reading, writing, speaking and listening,

### **Basic Math Skills**

1 credit

Open to: Grades 9-12

Prerequisite: Permission of program coordinator

This course is designed to give O.D.P. students an individualized program in basic math skills such as: adding/subtracting whole numbers, telling time, and money skills.

307 South Street, Springfield, VT 05156

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rvtc.org

Technical Education provides each student the opportunity to:

- Earn high school credit
- Explore an area of career interest
- Develop skills for entry level employment
- Earn Industry Recognized Credentials (IRCs)
- Prepare for further training and education
- Earn College Credit

In all technical programs, a major emphasis is made to bring out proper attitudes and state of the art skills for successful entrance to the world of work or post-secondary education. All students will be required to complete an application for technical education programs and will be notified of acceptance. Because of limited capacity in some areas, a selection procedure may take place, which might include reference letters, interviews and/or related information. All technical programs will require related instruction and homework, as well as a final project, exam or demonstration of proficiency in a specific skill area.

### **Costs**

There is no tuition cost associated with enrolling in a daytime program if you are a high school student or non-diploma Vermont adult. In some programs, there are costs associated with transcribed college credit or credentialing costs. See the RVTC Guidance or Administration for current fees and costs.

### **Guidance Services**

A comprehensive guidance program is made available to all students at the Technical Center. Career guidance, interest inventories, personal counseling, Accuplacer testing and post-graduation planning are examples of services provided by the Technical Center Guidance Counselor. Every student at the Center is provided this array of services from their initial enrollment to after graduation.

### **Prerequisites**

Applications are considered based upon date received, prerequisites met, and a desire to be successful. Students must achieve a grade of “70” or better to advance to the next level in each program. Technical Education is designed for junior and senior students, however, where noted, sophomores are accepted based on guidance counselor and program instructor approval. Flexible schedules may be obtained (1-6 credits) for certain technical programs with prior arrangement of the Program Instructor and Director.

The River Valley Technical Center has established several articulation agreements with colleges. The agreements provide students, teachers, guidance counselors, and parents a clear path from the 11th grade in high school to completing an associate’s degree in college. These agreements also assure that: students graduating from high school have both the academic and technical skills to succeed at the college level; students will have some type of advance standing with the correct college program; students will receive college academic and financial counseling. Some programs offer dual enrollment through the Running Start or Fast Forward programs so that students leave RVTC with actual transcribed college credit.

### **Embedded Academic Credit**

Completing a technical program may satisfy academic graduation requirements. A student interested in receiving academic credit must successfully\* complete the program. Students who successfully\* complete the technical program will be eligible for academic credit as outlined above.

\* Successful Completion as defined by the Career & Technical Education State Board Regulations: A student who has been judged competent in 90% of the core competencies has completed the program successfully.

### **Credentials**

The River Valley Technical Center has established several partnerships with business and industry that have resulted in programs being certified to teach to national and industry standards. A student who successfully completes the program to these standards is eligible to earn an industry credential. These credentials result in a potential employer or college providing preferential treatment to the candidate in their industry or school often times guaranteeing admission to the college, an interview with a company, and in many cases a higher entry level salary. See your school counselor for more detail.

### **Notice of Nondiscrimination**

The River Valley Technical Center does not discriminate on the basis of race, color, religion, national origin, gender, sexual orientation, age, gender identity, marital/civil union status or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the River Valley Technical Center’s compliance with the regulations implementing Title VI, Title IX, Section 504 or

other state or federal non-discrimination laws or regulations is directed to contact: Derek Williams, Int. Asst. Director, River Valley Technical Center, 307 South Street, Springfield, VT 05156, 802-885-8300

## **RVTC Foundation Courses**

Open to Grades 9 – 12 for the 2018-2019 School Year

### **Introduction To Audio Video Production**

½ credit

Instructors: Mr. McNaughton & Mr. Martin

During this short introductory course, students will explore audio, video, and motion graphics through a series of tutorial based hands-on projects. Students can expect to be introduced to several visual based special effects, gain an introduction to Photoshop, learn how to animate using Motion Graphics, as well as explore DMX based lighting, beat making, and session recording. Each session will be split into an exploration of Audio Engineering and Video Production. AVP Intro is designed as a stepping stone to the AVP Program and will give students a competitive edge when enrolling in the official Audio Video Production Program.

### **Introduction To Business**

½ credit

Instructor: Ms. Dana

No matter what career path you follow you will definitely work for a business one day – large or small. In this course you will be introduced to the steps of starting, operating, marketing, managing and growing a small business. You will have the opportunity to explore careers within the business field including sports marketing and management, fashion marketing, retail and more. You will also learn about the importance of dependability, collaboration, organization, problem solving and communication in the workplace. At the conclusion of the Introduction to Business & Marketing course, you will have an understanding of how successful businesses operate so that you can be a valuable employee.

### **Introduction To Information Technology**

½ credit

Instructor: Ms. Wilson

Create apps for the Android platform. Students will learn the basics of app development and then create their own custom app. Working in a step-by-step approach students will design, build, and test their Android app. Learn a new skill, exercise creative talents, and possibly develop that next “must have” app.

### **Introduction To Carpentry**

½ credit

Instructor: Ms. Hunter

Interested in building things? Intro to Carpentry will give students the opportunity to explore the basics of the trade of carpentry through small building projects such as dog houses. You will learn to use power tools and the basics of how a structure goes together. Take the first step toward building your future!

### **Introduction To Criminal Justice**

½ credit

Instructor: Mr. Karaffa

The elective will be an introductory course in forensic science. The primary focus is on practicing forensic science and analyzing physical evidence found at crime scenes. Students will be taught the basic processes and principles of scientific thinking so as to apply them to solving problems that are related not only to criminal investigation, but to all disciplines.

### **Introduction To Culinary Arts**

½ credit

Instructors: Chef Dave & TBA

Introduction to Culinary Arts gives students a sampling to many aspects of the food service industry. Students will be introduced to the various career opportunities as they learn basic cooking and baking skills while exploring one of the largest growing industries. Instruction involves lectures, demonstrations, skill development and practical application.

### **Introduction To Engineering**

½ credit

Instructor: Mr. Bickford

Dig deep into the engineering design process, applying standards to hands-on projects. You will work both individually and in teams to design solutions to a variety of problems using 3D modeling software, printers, and use an engineering notebook to document your work.

### **Introduction To Health Careers**

½ credit

Instructor: Mrs. Reeves

This introductory course will provide a window into the world of healthcare. Participants will focus on bizarre and innovative approaches to healing, cardiovascular wellness, sexual health, and job options in the healthcare field. Students will enjoy guest speakers, and utilize the health lab to learn basic skills for assessing wellness. Open discussions will answer questions and inform students about the many interesting fields offered in healthcare today.

### **Introduction To Horticulture**

½ credit

Instructor: Mr. Harmer

For the student who enjoys the great outdoors, has an interest in learning about plants and prefers learning by doing, this may be the class for you! Want a green thumb? Our greenhouse provides students with the experience of what it would be like to work in a greenhouse or florist shop. How about a class where you climb trees using a rope and saddle? Students learn firsthand the industry practices used in tree care and urban landscaping and nursery operation through hands-on experience in our nursery and school landscapes.

### **Introduction To Human Services**

½ credit

Instructor: Mrs. Lihatsch

How do relationships affect the quality of life? You will use knowledge and skills in human development and family studies to enhance personal development, foster quality relationships and manage multiple adult roles. In small groups you will examine careers in the human services cluster including counseling and mental health, early childhood development, family and community and personal care services. Learn about real-life topics such as relationships and communication, career choices, budgeting and personal finance, establishing a household, nutrition, drug and alcohol abuse and anything else you need to know – you just need to ask!!!

### **Introduction To Industrial Trades**

½ credit

Instructor: Mr. Sidd

This class offers students the opportunity to have fun by exploring potential careers in Welding, Electrical, and/or Plumbing through hands-on learning. Construction skills will be explored in the trade areas with related safety in each unit in using industry related equipment such as welding machines, torches, power tools, and hand tools. Students will develop an understanding of the skills required, which will enable them to make informed career decisions as they relate to the Construction industry.

## **RVTC Courses**

Open to Grades 10 – 12 for the 2018-2019 School Year

### **Cooperative Work Placement**

Maximum of 3 elective credits per school year

Open to: Grades 10-12

Prerequisite: Enrollment in an RVTC Program, Instructor Approval, Reliable Transportation

Students enrolled in RVTC programs have the opportunity to take their education beyond the classroom through the Co-op program. Once the classroom teacher feels you're ready, you can be placed at a worksite related to your technical program. The work experience can be after school or during school as a substitute for part of your technical program. Work-based learning experiences may be paid or unpaid, depending on the placement. Students earn one additional elective credit for every 180 hours of time on the job (maximum of three credits per year). Students are required to document work hours; work hours may be transferable toward completion of Vermont Registered Apprenticeship Programs. Students must remain enrolled in an RVTC program and may not schedule other classes during RVTC program time to be in the Cooperative Education program.

### **Pre Technical Studies**

1 Math elective credit, 1 English elective credit, 1 Elective credit

Open to: Grades 9-10

Prerequisite: None

Scheduled: Full Year

Scheduled: Full Year, 2 hours per day

Are you a ninth or tenth grader, freshman or sophomore who is looking to explore different career options and solve real word problems? Pre Technical Studies is a program designed with you in mind. By enrolling in the program you will explore all technical center programs throughout the course of the year through a hands-on, project-based learning model. You will work in teams to solve problems and present your solutions to others. You will also participate in field trips to area businesses and industry to get a first-hand look at careers available in our area. The class builds until the fourth quarter where each student will have the opportunity to explore any career of their choosing. In collaboration with the instructor, students will design their own Independent 4th Quarter Project to dig deeply into understanding and experiencing their career of choice.

### **Audio Video Production I**

3 elective credits

Open to: Grades 10-12

Prerequisite: None

Scheduled: Full year

The AVP Program at RVTC allows students to explore a wide variety of digital media through quarter-long learning pathways. These pathways explore a wide range of digital media including; Photography, Videography, Cinematography, Live Sound, Studio Production, and Radio Production. Our flexible approach to curriculum delivery allows each and every student to design their own unique learning experience. Our program is also involved with SkillsUSA allowing AVP, students the opportunity to compete with other students around the state and the nation in the areas of Digital Cinematography and Television Production. The AVP Program is also partnered with several regional colleges and offers Articulated College Credit as well as opportunities for Transcribed College Credit. All AVP Level I students begin the program in a pathway titled: AVP 101. During this Pathway, students will explore the foundational skills required for both audio engineering and video production. This pathway will culminate in the AVP Haunted House during the week of Halloween.

Learning Pathways:

- Digital Photography (101, 201)
- DSLR Video Production
- Practical Effects & Special Effects
- Photoshop Effects 101, 201)
- Corporate and Promotional Media
- Broadcast News Production
- Digital Cinematography
- Documentary Filmmaking
- Radio Production
- Sound Design for Film
- Live Sound
- Studio Session Recording
- DJ & Lighting Design

### **Audio Video Production II**

2 elective credits & 1 embedded Science elective credit

Open to: Grades 11-12

Prerequisite: Audio Video Production I

Scheduled: Full year

**The AVP Level II program will focus on preparing students for the next step. Each student will leave the AVP II course with a portfolio that will be assessed by the VT Agency of Education and can be used as the foundation for an employment portfolio. Students will continue their pathway approach to learning and delve deeper into the audio, video, photography, and motion graphics. In order to be considered a program completer, students will need to pass the VT Visual Arts Portfolio Assessment, as well as successfully complete seven learning pathways. AVP Level II students will also have the opportunity to meet with some of our regional postsecondary training institutions in order to learn more about the career and college opportunities that are available in the northeast region.**

### **Business & Financial Services I**

3 elective credits

Open to: Grades 11-12 (10 with permission)

Prerequisite: Keyboarding Skills

Scheduled: Full Year, 2 hours per day

Accounting is the language of business. It is the planning, recording, analyzing and interpreting of financial information that provides an overall picture of the financial health of a business. Learn the proper accounting procedures for all types of businesses from the corner store to the largest of corporations. Apply accounting concepts using both manual and automated systems. Real life simulations are used to give you on the job training and hands-on experience doing accounting work for businesses. In addition, you'll navigate through business apps using software programs in Microsoft Office (Word, Excel, Publisher, PowerPoint and Access) and spend time discussing personal finance. Prepare for year two by starting the process of writing a business plan. In the final year you'll tweak and fully develop your plan which will serve as the capstone project. Practice what you learn in class with the operation of the Campus Connection school store. Become an emerging leader or entrepreneur by participating in DECA (an association of marketing students) where you connect business to the community and learn to compete and succeed in business. Acquire and demonstrate customer service skills and get the chance to complete a national certification in Customer Service as well as earn up to six college credits.

### **Business & Financial Services II**

2 elective credits, 1 embedded English elective credit & 1 embedded Math elective credit

Open to: Grades 11-12

Prerequisite: Grade of 70 or better in Business & Financial Services I or written instructor permission

Scheduled: Full Year, 2 hours per day

Business & Financial Services II students explore entrepreneurship and small business management. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Your areas of exploration will include business law, marketing, customer service, human resources, business ethics, and financial management. In collaboration with your classmates you will research and create a business plan for your own business venture during the first semester and then start and operate that business in the second semester. You will also continue to develop your skills in using the Microsoft Office software programs. Throughout the year you will go on job shadows at area businesses that will extend your learning beyond the classroom. You get to be the boss and run the business when you operate and manage the school store, the Campus Connection. Continue the development of your leadership and entrepreneurial skills by participating in DECA (an association of marketing students) where you connect business to the community and learn to compete and succeed in business. Acquire and demonstrate customer service skills and get the chance to complete a national certification in Customer Service as well as earn up to six college credits.

### **Carpentry I**

3 elective credits

Open to: Grades 11-12

Prerequisite: Algebra I or concurrent enrollment or written instructor permission

Scheduled: Full year, 2 hours per day

Build, design, and gain the skills you'll need to explore potential careers in Carpentry. Develop carpentry and other construction skills by building sheds and other small projects. Create materials lists, research vendors and order what you need to build a house. Thinking of going into construction work? You'll discover the theory and practice of construction as a profession. Construction projects through hands on experiential learning is the focus of our work in Carpentry. Develop leadership skills through the local Skills USA Chapter and participate in local, State, regional and national activities.

### **Carpentry II**

3 elective credits & 1 embedded Math elective credit

Open to: Grades 11-12

Prerequisite: Grade of 70 or better in Carpentry I or written instructor permission

Scheduled: Full year, 2 hours per day

Get ready for a career in carpentry and construction in the Carpentry II program. You'll refine your carpentry and other construction skills by building of a full sized house right in the lab. Choose your area of focus and unleash the builder inside of you. Create construction projects, get cooperative work placements and apprenticeships with local businesses. Our approach is hands on applied learning. Develop leadership skills through the local SkillsUSA Chapter and participate in local, State, regional, and national activities.

### **Criminal Justice I**

3 elective credits

Open to: Grades 11-12

Prerequisite: Signed Medical Release

Scheduled: Full year, 2 hours per day

In Criminal Justice I you will discover the history, organization, and function of local, state, and federal law enforcement. Utilize communication skills in creating, conveying, and interpreting information and ideas. Students propose solutions to address problems associated with law enforcement. Study court cases and determine the impact of court decisions. Analyze procedural and substantive criminal laws which look into

reasonable suspicion and probable cause. Become skilled at fingerprinting and process a crime scene using dusting procedures. Work in simulated crime scenes which enhance classroom learning. Guest speakers, field trips and use of industry specific equipment and supplies are an essential part of the curriculum.

### **Criminal Justice II**

3 elective credits & 1 embedded Social Studies elective credit

Open to: Grade 12

Prerequisite: Grade of 70 or better in Criminal Justice I

Scheduled: Full year, 2 hours per day

Criminal Justice II is a follow up to Criminal Justice I. Get acquainted with legal concerns associated with a criminal investigation. Gain knowledge of terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, and truth detection. Develop skills to evaluate body language, gestures, and verbal tone. Students study law enforcement procedures pertaining to alcohol laws and driving under the influence. By merging classroom lectures with practical exercises you'll come to understand various investigative procedures in Criminal Justice and the law.

### **Culinary Arts I**

3 elective credits

Open to: Grades 11-12 (10 with permission)

Prerequisite: None

Scheduled: Full year, 2 hours per day

Dining is a leisurely experience, but the process of preparing the meal is fast-paced. Culinary Arts is a highly creative area of study that can take you in many directions. Study Culinary Arts and satisfy your interest in preparing for careers in the foodservice industry.

The chef instructors help you discover your inner creativity in the specially equipped commercial kitchen. The class operates like an actual food service facility. You'll be exposed to the proper care and operation of kitchen equipment, while preparing and serving food in our restaurant. Our facility simulates the typical foodservice workplace. Develop employability skills like dependability, communication, organization, problem solving, and interacting with others. These skills are just as important as your practical skills to be successful in the program. After graduation, you can continue your education or head to work in an industry that is starving for culinary talent.

Discover the top chef inside of you by starting with the basics of safety, sanitation, and knife skills. You will read and follow recipes as you create delicious delights for the cafe. You will rotate through the kitchen and bake shop developing skills you'll need for work in restaurants, hotels and other food service careers.

### **Culinary Arts II**

3 elective credits & 1 embedded Math elective credit

Open to: Grades 11-12

Prerequisite: Grade of 70 or better in Culinary Arts I

Scheduled: Full year, 2 hours per day

Are you motivated to become a Chef or Baker or Hotel Manager? Train in the kitchen and bake shop and prepare meals for the River Valley Café. Develop front-of-the-house skills, including table service, banquet service, host/hostess duties, P.O.S. (Point of Sale) system, and maintenance of front-of-the-house operations. Become an Iron Chef when you compete in state and national cooking competitions put on by New England Culinary Institute and SkillsUSA. Guest Chefs from the Culinary Institute of America, New England Culinary Institute, and others visit our program create masterpieces during their chef demos. Serve meals to the community at the annual Empty Bowl Dinner, catered events and festivals. Gain a national credential "ServSafe" through the National Restaurant Association.

### **Engineering I**

PLTW Principles of Engineering

PLTW Introduction to Engineering Design

3 elective credits

Open to: Grades 10-12

Prerequisite: Algebra I or concurrent enrollment

Scheduled: Full year, 2 hours per day

Do you like to take things apart and then reassemble them? How about puzzles or 3D puzzles? With current national projections of more than 1.2 million jobs in the science, technology, engineering, and math going unfilled by 2018, now is the time to jump into the engineering and manufacturing talent pool!



The Engineering program can teach you the skills necessary to be a player in this field. RVTC uses the Project Lead the Way (PLTW) Engineering curriculum, and it is more than just another high school math and science program. RVTC's Engineering is a hands-on, project base, application centric approach to solve complex, open-ended problems in a real-world context. You will focus on the process of defining and solving a problem, not on getting the "right" answer.

When enrolled in the Engineering Program (Level I or Level II), you will also have the opportunity to earn up to 12 college credits through NH Technical Institute focusing in STEM topics— a better and more efficient deal than many AP courses! You will also have the chance to earn an industry recognized credential from OSHA. Finally there are many ways to get involved with the Engineering program and RVTC through National Technical Honors society, Skills USA and many more!

### **Engineering Level II**

PLTW Digital Electronics

PLTW Computer Integrated Manufacturing

3 elective credits & 1 embedded Math elective credit

Open to: Grades 11-12

Prerequisite: Successful completion of Engineering I, Algebra II or concurrent enrollment, or written permission from the instructor.

Scheduled: Full year, 2 hours per day

During this course you will have the opportunity to understand robotics and automation as it applies to manufacturing. Also you will be immersed in electrical engineering topic to include circuit design, combinational and sequential logic, logic gates, integrated circuits, and programmable logic controllers.

### **Health Careers I**

3 elective credits

Open to: Grades 11-12

Prerequisite: Biology, Algebra I recommended

Scheduled: Full year, Two hours per day

The Health Careers program is a two-year program that integrates classroom investigation with clinical and practical experiences. Explore a wide variety of careers in healthcare. You'll visit various medical facilities and understand, first-hand, the many choices available to you. Throughout the first year, you'll analyze and replicate the body systems, interact with guest speakers, and skills-train in a realistic lab setting.

### **Health Careers II**

3 elective credits & 1 embedded Science elective credit

Open to: Grade 12

Prerequisite: Grade of 70 or better in Health Careers I

Scheduled: Full year, Two hours per day

Students will continue their studies in the health career theme. Year two includes the VT State Board of Registration approved Licensed Nurse Assistant (LNA) program. Successful completers will be prepared to sit for the LNA exam. Students will participate in various job shadowing and clinical rotation experiences in a variety of health care settings. Completers of the Health Careers Program will be better prepared for rigorous post-secondary programs in a wide range of health care fields. In Health Careers II students will participate in an intensive field work experience in a variety of areas. A senior seminar will focus on the development of workplace communication, organization and time management skills. Students will spend time researching college choices. They will also be eligible for dual enrollment in college level courses held in the HC classroom.

### **Horticulture & Natural Resources I**

3 elective credits

Open to: Grades 11-12 (10 with permission)

Scheduled: Full year, 2 hours per day

For the student who enjoys the great outdoors, has an interest in learning about plants, and prefers learning-by-doing! Students learn the skills and acquire the knowledge to be successful in the horticulture and natural resources industry, ranging from nursery and greenhouse production to urban forestry to landscaping operations. Learn industry-based skills in Tractor Safety, Chain Saw Safety, Lawn Maintenance, Landscape Services, Tree Care Operation, Floral Design and Greenhouse Management. Students are taught technical skills and are introduced to the employability skills most desired by business and industry. Students are involved in the FFA chapter and are encouraged to develop a Supervised Agricultural Experience project that applies or enhances classroom learning.

### **Horticulture And Natural Resources II**

3 elective credits & 1 embedded Science elective credit

Open to: Grades 11-12

Prerequisite: Grade of 70 or better in Horticulture and Natural Resources I or written instructor permission

Scheduled: Full year, 2 hours per day

Students apply the skills learned in Level I focusing on refining their skills, deepening knowledge, and mastering techniques. In the second year students can specialize in preparing for employment or college in a specific industry including; Floriculture/Greenhouse Management, Arboriculture/Urban Forestry, Landscaping or Forestry and Woodlot Management. Working closely with local and regional business and industry, students are involved in several community projects ranging from landscape plantings to tree care operations to woodlot management. Students are assessed on the quality and quantity of the projects they complete, employability skills, involvement in the FFA, and Supervised Agricultural Experience Program.

### **Human Services I**

3 elective credits

Open to: Grades 10-12

Scheduled: Full year, 2 hours per day

The Human Services program is designed for students who wish to pursue a career in a field related to families and human needs. Study human development and investigate social development issues across the human lifespan. Get the basic skills and knowledge you'll need to enter the human services system as a provider of services and care in the areas of early childhood, elementary education, gerontology, and special populations' services. With a major focus on early childhood and elementary education, discover what it's like caring for and teaching young children. Apply concepts learned in the classroom as you work with children in the childcare center next door or in childcare centers or elementary schools around the community. Explore theories and techniques and collaborate by presenting activities that are developmentally appropriate for the age of the children. A combination of field experience, working in actual classroom settings in preschool, kindergarten, elementary, and middle school levels, provides real life practical learning. You will also earn CPR and First Aid Certifications.

### **Human Services II**

Early Childhood Education

3 elective credits & 1 embedded Social Studies elective credit

Open to: Grades 11-12

Prerequisite: Grade of 70 or better in Human Services I or written instructor permission

Scheduled: Full year, 2 hours per day

Human Services II prepares students to concentrate in one or more of the following areas: Infant and Toddler, Preschool or School Age Services, counseling, social work or a specific concentration of the student's interest. Observe children and families, understand human development at various ages, develop skills to create a safe and healthy environment, and guide children through various learning experiences. You'll spend extensive time placed in settings working with professionals in your chosen area of concentration. Cooperative Education placements and apprenticeships are also available to level II students. Other opportunities include building student leadership skills through SkillsUSA activities, and re-certification in Infant, Child and Adult CPR and First Aid are all here for you in Human Services II.

### **Industrial Trades I**

3 elective credits

Open to: Grades 10-12

Prerequisite: Successful completion of Algebra I or instructor permission after an interview with the student

Scheduled: Full Year, 2 hours per day

Industrial Trades I provides opportunities for students in three different trade areas. Acquire industry-based skills in: Electrical, Plumbing, and Welding by building electrical wiring circuits, creating a copper pipe project and then testing it for leaks, and in producing quality welds to industry standards. We create small welding projects using oxy-fuel torches and plasma cutters to cut metal and welding machines to weld the metal together forming the object. During the electrical portion, we wire house circuits on 2 x 4 wooden walls using single pole and three-way switches, receptacles, lights, and smoke detectors. For plumbing, students first create a blueprint and then measure, cut, and fit copper pipe together by soldering the joints and then finally pressure testing their product for leaks. The skills learned in plumbing and electric culminate into a fully installed and functional 6'x6' bathroom as a final project.

### **Industrial Trades II**

3 elective credits & 1 embedded Math elective credit

Open to: Grades 11 and 12

Prerequisite: Grade of 70 or better in Industrial Trades I or written instructor permission

Scheduled: Full year, 2 hours per day

After successfully completing Industrial Trades I, students concentrate in many areas in Industrial Trades II and can choose welding, electrical, plumbing, or any trades field related to Industrial Trades to continue acquiring skills in their favorite trade area. Students choosing to pursue the Electrical or Plumbing trades must be prepared to acquire a co-op placement with a licensed plumber or electrician and must have the instructor's permission showing they are dependable first and also possess good communication skills. They are also eligible to enroll in the evening related

apprenticeship classes starting their licensing requirements immediately while still in high school giving them a huge advantage when searching for employment. Those choosing welding will have the opportunity to acquire multiple AWS welding certifications if they are so motivated and can produce quality welds to high industry standards. They will also develop and refine various welding skills and techniques using SMAW, GMAW, FCAW, and GTAW processes on different metals including mild steel, aluminum, and stainless steel. Using a hands-on, independent approach to a variety of performance-based projects, you will be prepared for cooperative work placements, apprenticeships, and leadership skills including participation in local, state, and national SkillsUSA activities. Graduates may continue further educational opportunities to obtain industry certifications (such as plumbing and electrical licenses or American Welding Society certification), including two or four-year college programs or apprenticeship training, or they may seek entry-level positions within the trade areas.

### **Advanced Manufacturing Program I**

3 elective credits

Open to: Grades 10-12, Sophomores (with interview)

Scheduled: Full year, 2 hours per day

At the heart of our mechanized world is the machine tool industry requiring skilled technicians to carry out new ideas and plans in the production of all types of parts and tools. Just about everything you use on a daily basis was manufactured. If you're the type of curious person who likes to know how things work, and want a decent job out of high school, this program was designed for you. The program will stimulate your thinking, prepare you for employment market, and provide you with valuable metalworking skills.

**AMP Level I Topics of Study;** Blueprint Reading, Geometric Dimensioning and Tolerancing, Layout and Benchwork, Precision Measurement Technical Writing, Sketching, Hand Drafting, Computer Aided Drafting (CAD)

### **Advanced Manufacturing Level II**

3 elective credits & 1 embedded Math elective credit

Open to: Grade 11-12, Students who have successfully completed AMP Level I with a grade of 70 or better, or written permission from the instructor; and Algebra I or concurrent enrollment.

Scheduled: Full year, 2 hours per day

As a student of the Advanced Manufacturing Program, you will receive entry-level training through hands-on experiences that duplicate the operations utilized in industry. You will produce metal parts through milling, turning, drilling, and grinding operations. You will also learn the layout process, setup and procedures necessary to operate lathes, grinders, and milling machines. Moreover, you will gain experience on the computer numerically controlled machines, CAD/CAM software, and put it into practice through a cooperative education experience at a local machine shop. Emphasis is placed on safety, quality, and working to trade standards/expectations.

**AMP Level II Topics of Study;** Computer Numerical Control Machining, Precision Machining, Electricity, Hydraulics and Pneumatics, Robotics and Automation, Computer Aided Manufacturing (CAM), Metrology and Inspection, Fabrication and Assembly, Senior Research Project.

As an Advanced Manufacturing Program student, you also have the opportunity compete in SkillsUSA competitions at the local, state and national levels. You will also have the opportunity to compete in the Robotics competitions in Burlington and the Norwich/VTC Bridge Building competition

**Jobs/Careers:** Machinist, Materials Handler, Assembler, Installation Technician, Quality Assurance Technician, Quality Inspector, Heat Treat Technician, Production Planner, Industrial Maintenance.

### **Technology Essentials**

Photoshop, Website Development, Animation, Intro to Game Development

3 elective credits & 1 embedded Math elective credit if combined with a separate year of Hands On Computers

Open to: Grades 11-12 (10 with permission)

Prerequisite: Basic keyboarding skills

Scheduled: Full year, 2 hours per day

Photoshop - Create artistic images and photographs using Photoshop. Add drama and depth to composite images. Use what the professionals use to edit your images for print or web publication.

Website Development - Design like a pro. Build your own custom website with the skills you gain learning HTML, CSS, and Dreamweaver. Go beyond the boring "point and click" method of building a site. Learn to customize layouts, control the style throughout the site, insert audio and video files, turn a series of pictures into a slide show and many other features that moves your site from plain to one that grabs attention!

Flash Animation - Watch objects and text spin, glow, expand, rotate and much more as you build animations with Flash. Animate a script you develop as you discover the fun of animation with Flash.

Intro to Game Development/Programming - Create a virtual 3D world in Alice. Alice introduces you to methods, conditions, functions and control statements. See how animation programs run while seeing the relationship between the programming statements and the behavior of objects in the animation. The final project will be the development of a simple game.

Successful completion of “Technology Essentials” is recommended for enrollment in Hands-On Computer Systems. Earn up to 6 college credits through River Valley Community College.

### **Hands-On-Computer Systems**

3 elective credits & 1 embedded Math elective credit if combined with a separate year of Technology Essentials

Open to: Grades 11-12

Prerequisite: Keyboarding skills; Basic computer navigation skills

Scheduled: Full year, 2 hours per day

Explore with hands-on learning in the lab as you develop an in-depth knowledge of computer components and operating systems. You will have the opportunity to build a complete computer system. With a combination of a lab classroom and hands-on activities, you'll be ordering parts, assembling and configuring a computer, installing software, and troubleshooting both hardware and software problems. Discover best practices in maintenance and safety issues. Take full responsibility for maintaining computer equipment in the classroom and lab. All areas of study will incorporate best practice in maintenance and safety as you work in a cooperative learning environment. Work primarily on Windows machines and get exposed to Macintosh and Linux systems too. Compete in SkillsUSA at local, state and national levels. When you're done at RVTC, you'll be prepared for a national certification exam, CompTIA's A+ and can earn up to three college credits at the River Valley Community College.