Springfield
High School

Home of the Cosmos

Building a Revitalized Community,
One Student at a Time

2019-2020
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 Learning Model
Springfield High School is a public high school serving grades 9-12. The total enrollment is approximately 400 students with 85 students in grade 12. At SHS, we use a proficiency-based learning and grading model. Proficiency-based grading measures a student’s performance on clearly defined standards and emphasizes what a student knows or can do at the end of the course using the best available evidence of learning. One advantage of proficiency-based learning is that students have many opportunities to demonstrate their learning if early attempts are unsuccessful. For example, if at the start of a semester a student is struggling in a particular standard, but later the student is able to show that they understand the material, then the later score will reflect that mastery and the early struggle does not bring down the overall evaluation of the student’s performance.

In addition to our proficiency-based model, SHS is also dedicated to creating more flexible, personalized pathways to graduation for all students. This flexibility includes but is not limited to: ample choice in course offerings (especially after the 9th grade year), access to courses at the River Valley Technical Center, work-based learning, independent studies, online learning options, dual enrollment college courses, the Early College program, and various other expanded learning opportunities.

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, 9th graders will take assessments in English language arts/literacy, mathematics, and physical education that are designed to help prepare all students to graduate from high school college and career-ready. With the exception of the Physical Education test, these tests are administered by Smarter Balanced Assessment Consortium (SBAC) and are aligned with the Common Core State Standards and will be taken on computers. 11th graders will be required to take the Vermont Science Assessment in the spring. Grade level status for assessments is determined based on a student’s grade level as of October 15 in the testing year.
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

Rich Saypack

INSTRUCTIONAL COACHES

Elizabeth Coen
B.S. University of Maine at Orono, ME
M.A. Castleton University, Castleton, VT

Michael Ruppel
B.A. and B.S. University of Delaware, DE
M.A.T. Providence College, RI
SCHOOL COUNSELORS

Corrie Smith
B.S. Sacred Heart University, CT
M.A. Fairfield University, CT

Heather Toth
B.A. Ohio State University, OH
M.Ed. University of Washington, WA

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

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.

TBD

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

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 A. Nadeau
B.A. Colby-Sawyer College, NH
M.S. Augustana University, SD

Rebecca M. Skrypeck
A.A. Holyoke Community College, MA
B.A. Mount Holyoke College, MA
M.A. Ohio University, OH

MATH

Marlene Allen
B.S. Johnson State College, VT
M.S.T. University of New Hampshire, NH

Georgeann Guy
B.S. Wentworth Institute of Technology
B.A. Castleton College, VT
M. Ed. Antioch University, NH

Lila Gilbreath
B.A. and B.S. University of Vermont, VT

Sarah Fredrick
B.S. University of Maine at Farmington, ME
Kaylee Hamann  
B.A. and B.S. Calvin College, MI  
M.A. and Ph.D. University of California, Riverside

**SCIENCE**

Courtney Brooks  
B.S. University of Cincinnati, OH

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

Josiah Weeks  
B.S. Plymouth State University, NH  
M.Ed. Franklin Pierce University, NH

**SOCIAL STUDIES**

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

Chris Lievense  
B.A. Michigan State University, MI  
M.A. School For International Training, VT  
M.A.T. Keene State College, NH

**WORLD LANGUAGES**

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

Tatyana K Case  
M.A. Moscow Linguistic University, Russia

**MUSIC**

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

**VISUAL ARTS**

Katherine M Boduch  
B.A. Saint Michael’s College, VT

Meredith Pelton  
B.F.A. Plymouth State University, NH  
M.A.T. Plymouth State University, NH

**PHYSICAL EDUCATION**

Victor Cucullo  
B.S. Castleton University, VT

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**

Lori LaBrie  
A.S Keene State College, NH  
B.S Keene State College, NH  
M.Ed Antioch New England Graduate School, NH
DRIVER EDUCATION

Todd Aiken
B.A. Arizona State University

SPECIAL EDUCATION

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

Scott McManus
B.S. Brooklyn College, NY
M. Ed. Lehman College, NY

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

ACADEMIC RESOURCE CENTER (ARC)

Nicole Awwad
B.A. Brandeis University, MA
M.A. SIT Graduate Institute, VT
M.A.T. Marlboro College, VT

LIBRARIAN

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

OCCUPATIONAL DEVELOPMENT PROGRAM

Margaret Guitekin
A.A. Hilbert College, NY
B. A. Canisius College, NY
M. Ed. D’Youville College, NY

Marcia Locke
B.S. Keene State College, NH
B.A. Keene State College, NH

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

Jennie Shaw
A.A.S State University of New York at Cobleskill, NY
B.A. Massachusetts College of Liberal Arts, MA
M. Ed. College of St Joseph, VT

Marc Thomas
B.A. CA Lutheran University, CA
M. Ed. Fitchburg State College, MA

Julia C. Burakian
B.A. Dartmouth College, NH
MSW University of Vermont, VT

DIAGNOSTIC TEACHER

TBD

SPEECH & LANGUAGE PATHOLOGIST
COUNSELING DEPARTMENT

The School Counseling Department provides academic and social/emotional support as well as career and college guidance to all students in grades 9-12. We help students to develop the tools and confidence they need to become self-directed learners, effective self-advocates, and positive and contributing members of their community 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 for students in the Class of 2020 and 2021, students must earn a minimum of 26 academic credits, complete 40 hours of community service, and must meet the requirements listed below. Students in the Class of 2022 and 2023 must demonstrate proficiency in each of the SHS proficiency-based graduation requirements. 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).

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.
Class of 2022 and 2023

The classes of 2022 and 2023 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).
More detailed information about graduation expectations and how particular learning experiences can help students meet PBGRs are found within each department’s section of the Program of Studies and at our school’s proficiency-based learning website (https://sites.google.com/ssdvt.org/pbl)

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Proficiencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>● Reading</td>
</tr>
<tr>
<td></td>
<td>● Writing</td>
</tr>
<tr>
<td></td>
<td>● Speaking and Listening</td>
</tr>
<tr>
<td></td>
<td>● Language</td>
</tr>
<tr>
<td></td>
<td>● Research</td>
</tr>
<tr>
<td>Mathematics</td>
<td>● Modeling with Functions and Algebra</td>
</tr>
<tr>
<td></td>
<td>● Modeling with Geometry</td>
</tr>
<tr>
<td></td>
<td>● Algebra</td>
</tr>
<tr>
<td></td>
<td>● Functions</td>
</tr>
<tr>
<td></td>
<td>● Statistics and Probability</td>
</tr>
<tr>
<td>Social Studies and World Language</td>
<td>● Inquiry</td>
</tr>
<tr>
<td></td>
<td>● Communication in world language</td>
</tr>
<tr>
<td></td>
<td>● Any four of the following:</td>
</tr>
<tr>
<td></td>
<td>○ History</td>
</tr>
<tr>
<td></td>
<td>○ Civics</td>
</tr>
<tr>
<td></td>
<td>○ Sociology</td>
</tr>
<tr>
<td></td>
<td>○ Psychology</td>
</tr>
<tr>
<td></td>
<td>○ Economics</td>
</tr>
<tr>
<td></td>
<td>○ Geography</td>
</tr>
<tr>
<td></td>
<td>○ Anthropology</td>
</tr>
<tr>
<td>Science</td>
<td>● Scientific Practices (twice)</td>
</tr>
<tr>
<td></td>
<td>● Any three of the following:</td>
</tr>
<tr>
<td></td>
<td>○ Physical Science</td>
</tr>
<tr>
<td></td>
<td>○ Life Science</td>
</tr>
<tr>
<td></td>
<td>○ Earth and Space Science</td>
</tr>
<tr>
<td></td>
<td>○ Engineering</td>
</tr>
<tr>
<td>Health</td>
<td>● Health Skills</td>
</tr>
<tr>
<td>Physical Education</td>
<td>● Personal Health and Fitness</td>
</tr>
<tr>
<td>Arts</td>
<td>● Create</td>
</tr>
<tr>
<td></td>
<td>● Present/Perform</td>
</tr>
<tr>
<td></td>
<td>● Respond</td>
</tr>
<tr>
<td></td>
<td>● Connect</td>
</tr>
<tr>
<td>Transferable Skills</td>
<td>● Creativity</td>
</tr>
<tr>
<td></td>
<td>● Effective Communication</td>
</tr>
<tr>
<td></td>
<td>● Collaboration and Cooperation</td>
</tr>
<tr>
<td></td>
<td>● Responsible Citizenship</td>
</tr>
<tr>
<td></td>
<td>● Problem-solving</td>
</tr>
<tr>
<td></td>
<td>● Independence and Initiative</td>
</tr>
</tbody>
</table>

**Class of 2020 and 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. *Not offered after 2018-2019 school year*
Social Studies Requirements
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 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 Physical Science
   Intro. to Chemistry & Physics, Forensics, Research Methods, General Physics (DE), Intro. to Chemistry (DE)
1 credit of Life Science
   Biology, Forensics, Brains, Bones & Bodies, Human Anatomy & Physiology, Research Methods
1 credit of Earth Science
   Earth & Space Science, A Walk on the Wildside

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

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

- A student’s attendance and historical academic records can be accessed through PowerSchool.
- JumpRope, our school’s grading platform, will provide families with detailed and up-to-date information about a student’s progress in current classes.
- Username and password 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.
- Progress reports will be available in real time through families checking JumpRope and will be formally printed and distributed twice per semester.
- SHS does not mail home copies of grade reports; students are given hard copies of their grades, parents are given grade reports at parent-teacher conferences, and all grade reports are available online through JumpRope at any time.
Proficiency-Based Grading System

SHS Grading Scale:
As of the 2018-2019 school year, all classes taught at Springfield High School have adopted a proficiency-based grading model.

<table>
<thead>
<tr>
<th>Score Band</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1.49</td>
<td>Beginning</td>
<td>The student has provided some evidence of progress towards grade-level learning outcomes.</td>
</tr>
<tr>
<td>1.5-2.49</td>
<td>Developing</td>
<td>The student is approaching proficiency in grade-level learning outcomes, or inconsistently meeting grade-level outcomes.</td>
</tr>
<tr>
<td>2.5-3.49</td>
<td>Proficient</td>
<td>The student has demonstrated consistent proficiency in grade-level learning outcomes.</td>
</tr>
<tr>
<td>3.5-4</td>
<td>Expanding</td>
<td>The student has demonstrated a mastery of learning outcomes that exceeds grade-level expectations.</td>
</tr>
</tbody>
</table>

Conversion Scale:
Some external partners (VTVLC, RVTC, area colleges, and schools of incoming transfer students) continue to report the learning of SHS students through traditional letter grades. In order to align grades from different reporting systems, SHS converts the traditional letter grades into proficiency grades using the following conversion:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Traditional Grading System
The Class of 2020 and 2021 will have grades displayed on their transcript that reflect the traditional grading system that was used in prior years.

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

PRIDE Grades
As Springfield High School makes a complete shift into a proficiency-based learning model, a great deal of time has been devoted to separating academic progress from behavior and habits of work. We believe that these non-academic indicators are integral to the growth of individual students and to the effectiveness of our greater learning community. These non-academic indicator scores are recorded on a weekly basis for classes that meet every day and once every two weeks for classes that meet every other day. Teachers have the discretion of choosing two of the PRIDE indicators to assess per course. The two indicators are chosen...
based on the indicators that are most pertinent to the learning and to student success in the course. An aggregate of these course scores will serve as the indicator for extracurricular eligibility; in order to remain eligible for game play, students must maintain a PRIDE average, across all courses, of a 2.5 or higher.

**PRIDE Rubric**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>I can contribute constructively in the classroom and share relevant informations and ideas. I can support the participation of others.</td>
</tr>
<tr>
<td>Respect</td>
<td>I can demonstrate self-respect and respect for adults and peers in the community.</td>
</tr>
<tr>
<td>Integrity</td>
<td>I can act responsibly and take ownership for my decisions and actions.</td>
</tr>
<tr>
<td>Dependability</td>
<td>I am prepared for class (supplies, materials, homework, reading, etc.). I can complete assignments and assessments and, if necessary, revise work in a timely manner.</td>
</tr>
<tr>
<td>Engagement</td>
<td>I can stay on task and work efficiently.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Notation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WD</td>
<td>Withdrawn from course</td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete grade</td>
</tr>
<tr>
<td>NC</td>
<td>No credit earned</td>
</tr>
<tr>
<td>MED</td>
<td>Withdrawn from course due to medical reasons</td>
</tr>
<tr>
<td>P</td>
<td>Passed Course</td>
</tr>
<tr>
<td>*Appears on transcript but no impact on students GPA</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Promotion**

Grade promotion is based on the number of courses in which a student has demonstrated proficiency.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Grade</td>
<td>6</td>
</tr>
<tr>
<td>11th Grade</td>
<td>13</td>
</tr>
<tr>
<td>12th Grade</td>
<td>19</td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 academic credits (Class of 2020 and 2021) OR Proficiency in all required PBGRs (Class of 2022 and 2023) AND 40 community service hours (all students)</td>
</tr>
</tbody>
</table>

**Academic Honors**

Our shift to a proficiency-based learning system, coupled with a more intentional commitment to equity and personalization in our school, we have made several revisions to our traditional methods for honoring student achievement during and at the end of a student’s time at Springfield High School. For a more robust explanation of our changing academic honors, visit the school’s PBL website located at tinyurl.com/pblatshs.

**Semester-Based Academic Honors**

Beginning with the 2018-19 academic year, we will recognize three tiers of student achievement: honors, high honors, and highest honors. Essentially a re-branding of our historical “honor roll” designations, these recognitions will happen at the end of each semester and will be awarded based on aggregate proficiency scores for the learning targets assessed for the courses in which a student is enrolled. We intend to aggregate academic scores and PRIDE scores and award the distinctions based on the minimum aggregate scores listed in the tables below. All learning experiences can be applied to the calculation of semester-based academic honors.

<table>
<thead>
<tr>
<th>Semester-based Academic Criteria</th>
<th>Semester-based PRIDE Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors: 3.00</td>
<td>Honors: 3.00</td>
</tr>
<tr>
<td>High Honors: 3.30</td>
<td>High Honors: 3.30</td>
</tr>
<tr>
<td>Highest Honors: 3.50</td>
<td>Highest Honors: 3.50</td>
</tr>
</tbody>
</table>

**GPA**

GPA is calculated by adding grade points from final course grades, then dividing by the total attempted credits for all classes. Springfield High School will continue to calculate an overall proficiency average, based on the final proficiency average in each learning experience. This is reported to colleges, universities, and other partners as needed.

**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.
<table>
<thead>
<tr>
<th></th>
<th>During the Add/Drop Period (three days following the first two days of each semester semester)</th>
<th>After the Add/Drop Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Classes</strong> <em>(English, Math, Science, Social Studies, and World Language)</em></td>
<td>Students must meet with their counselor, complete the ADD/Drop Form and obtain signatures (approval) from teachers, school counselor, and a parent/guardian.</td>
<td>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. <em>The course will appear on the official transcript as a “WD”</em></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>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.</td>
<td>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. <em>The course will appear on the official transcript as a “WD”</em></td>
</tr>
</tbody>
</table>

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 requests to drop 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 are 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). At this point, the teacher and student should establish a plan to make up for missed learning. 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 and Proficiency 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 determined by each department. 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 recovery class are recorded on the student’s transcript and both are used in the calculation of the student’s GPA. The summer school director typically reaches out to families at the end of each school year. If you would like to take advantage of recovery through summer school, please do not hesitate to reach out to your school counselor or connect directly with the summer school coordinator.

**Remediation**
As SHS moves towards a full transition to proficiency-based grading, remediation 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 allows 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 requirements 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 proficiency credit for all learning experiences 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.

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**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. In addition to providing a safe space for students, the group attends various events throughout the year that support LGBTQ youth.

**ANIME CLUB**
Anime club is a club that hosts those with a love of the art and culture of anime. This club meets every learning lab to share their excitement on the current trends in the world of anime. Students participate in creating drawings, 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.

**SPRING THEATER PRODUCTION**

Any student may be part of the Spring Theater Production which is performed for the public in the spring of each school year. 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. See Mrs. Skrypeck for more information as well as other Theater opportunities offered throughout the school year.

**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 during 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.

**TOWN HALL**

Town Hall 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 will be invited to 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.

**ATHLETICS**

- Dance/Cheer Team
- Baseball
- Unified Basketball
- Soccer
- Field Hockey
- XC Running
- Basketball
- Bowling
- Softball
- Track and Field

**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
- Wrestling

**2019-2020 COURSE OFFERINGS**

**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 may 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 I (credit through River Valley Community College)
- Calculus I (credit through River Valley Community College)
- Introduction to Chemistry (credit through Vermont Technical College)
- 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.

**Important Note:** Students who are taking a Dual Enrollment course off-campus (either online or on the college campus) need to obtain approval from both administration and the Dual Enrollment Coordinator in order to leave SHS campus during the school day to complete this coursework. If a student’s Dual Enrollment grade falls below a C average, the student will be required to be physically present at SHS to complete this coursework during their scheduled Dual Enrollment block.

**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
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.

**Personalized Learning at SHS**

In the 2019-2010 school year, Springfield High School is launching the Personalized Learning Hub, organized to support student-designed and student-led learning experiences either to demonstrate proficiency in one of the SHS PBGRs or gain additional exposure to an area of personal interest. The range of personalized learning offerings include independent studies, teacher-supported remediation of proficiencies, project-based learning experiences, and the demonstration of proficiency through extensions of RVTC programming. Preference for enrollment in the Personalized Learning Hub will be given to RVTC Level 1 students, students enrolled in a skinny during 2A or 2B, students that are in need of remediation, and students that have expressed an interest in an offering not currently available at SHS.

**COSMOS “U”**

Proficiencies addressed and level: varies based on student interests  
Credit: 1 or ½ credit  
Prerequisite: None

In Personalized Learning, students are able to work with a teacher to design their own learning experience. This could be used to fulfill a graduation requirement, to investigate an area of personal interest, or to learn a skill that will be useful for your post-secondary plans. The selection of particular content or transferable skills to be mastered during a student’s time in the PL Hub will be decided collaboratively by the student, counselor, and teacher. Once enrolled, the student and teacher will collaboratively determine a learning and assessment plan for the student that will likely include a learning plan, several checkpoint assessments, student-teacher conferences, and a presentation of learning.

**WORK-BASED LEARNING (Internships, Job Shadows, Career Preparedness)**

Proficiencies addressed and level: varies based on student interests  
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.

**INNOVATION LABS**

In the 2019-2020 school year, Springfield High School will offer Innovation Lab courses that meet particular content and transferable skills proficiencies while working to develop an increased awareness of local and world issues through project-based and student-driven learning. Innovation Labs are open to any SHS student that has the necessary prerequisites.

**FOOD JUSTICE**

Proficiencies addressed & level: Economics (intermediate); Geography (benchmark or advanced); Inquiry (benchmark or advanced)  
Credit: 1 Social Studies  
Prerequisites: Civics, Society & 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**

**Proficiencies addressed & level:** Inquiry (intermediate); Civics (intermediate); History (benchmark); Connect (benchmark); Create (optional, benchmark)
**Credit:** ½ Social Studies, ½ Fine Art
**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**

**Proficiencies addressed & level:** Statistics (benchmark), Psychology (benchmark)
**Credit:** ½ Statistics, ½ Social Studies
**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.

**A WALK ON THE WILDSIDE: NATURE, COMMUNITY, AND ENVIRONMENTAL RESEARCH**

**Proficiencies addressed & level:** Engineering (benchmark) and Earth & Space Science (benchmark), Science & Engineering Practices (benchmark)
**Credit:** 1 Earth Science
**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 explore, investigate, and learn what the local Vermont environment can teach us. Students will analyze a major environmental problem and draw on their own interests and talents to research, design, and implement an authentic solution to the problem. Student projects are encouraged to be multidisciplinary, possibly including the arts, writing, carpentry, social & natural sciences, math, education/human development, coding, gardening, etc.

**LEADERSHIP & CHANGE I**

**Proficiencies addressed & level:** Speaking and Listening (benchmark), Inquiry (benchmark)
**Credit:** ½ Social Studies, ½ English credit
**Prerequisites:** English 9; Civics, Society, and Government

In this course, participants will explore how to be a leader in high school and beyond. This course asks participants to consider the questions “Where do we find leadership?”, “What makes an effective leader?”, and “How can leadership be used effectively?” Participants will engage with collaborative activities to test their skills and explore their own leadership skills. The class will collaborate to use these leadership skills to take informed action in the school and community.

**CRYPTOLOGY: THE STUDY OF SECRETS**

**Proficiencies addressed & level:** Civics (benchmark), Inquiry (intermediate)
**Credit:** ½ Social Studies, ½ Elective
**Prerequisites:** None

In this course, we will explore the history of codes and codebreaking. Students will use technology as a tool to solve complex interlocking problems, and will work as a team to crack historical ciphers and create their own unbreakable codes. Students will also engage in debates about the questions that encryption raises about security, government surveillance, and individual rights.
BRAINS, BONES, & BODIES: HUMAN EVOLUTION

Proficiencies addressed & level: Anthropology (benchmark); Life Science (benchmark); Science & Engineering Practices (benchmark)

Credit: ½ Social Studies, ½ Life Science

Prerequisites: None

Through studying the human body and brain, students will gain an understanding and appreciation for human evolution, from our origins and diversity in the past, to our present-day selves. By the end of the course, students will be able to detail human evolution from prior life forms, to Homo sapiens’ current place among the primates. Our focus will be on analyzing scientific evidence, including the fossil record, bone structure, and characteristics that make us uniquely human yet inescapably animal. The skills acquired in this class will allow students to discriminate fact from myth, characteristic from stereotype, and science from pseudoscience. Furthermore, students will discover the reliable yet tentative nature of science.

LOCKED UP - THE HISTORY OF MASS INCARCERATION IN THE UNITED STATES

Proficiencies addressed & level: History (benchmark); Inquiry (benchmark)

Credit: 1 Social Studies

Prerequisite: Civic Society Government

This course will trace the development of the customs, attitudes, laws, and practices that have colluded to situate the United States as the country with the highest incarceration rate in the entire world. A significant focus of this course will be investigating, understanding, and critiquing all that has produced the current outcome of who is in the system today. Students will begin by identifying their personal beliefs about and connections to the criminal justice system, as well as the factors that have shaped these beliefs and connections. Working from this foundation, students will investigate the current state of incarceration in the United States: who is incarcerated, why, and the domino-like impact of their incarceration on their families, their communities, and their life outcomes following their release. Students will explore the historical context of incarceration and investigate examples of resistance to mass incarceration and activist movements for change. Students will show their proficiency by being able to research, evaluate, and teach others about current issues and efforts to reform and change various aspects of the criminal justice system.

PACK YOUR BAGS - IMMIGRATION AND MIGRATION IN THE AMERICAS

Proficiencies addressed & level: History (benchmark); Geography (intermediate); Inquiry (intermediate)

Credit: 1 Social Studies

Prerequisite: Civic, Society and Government

Migration and immigration has been central in the making of American history and culture. It has changed the social, political, economic, racial and cultural fabric of America and the world. In this course students will look at the movement of people in the Americas and coming to the Americas from Columbus and the transatlantic slave trade to the many migrations since. Essential topics, readings, and multimedia provide historical context to current debates over immigration, migration, assimilation, integration, “legal” and “illegal” and citizenship. Students will show their proficiency by being able to explain from several points of view, what does it mean to be “American?!" Students will research various push and pull factors in immigration and migration. Students will be able to analyze and articulate current events in immigration from various perspectives. Students will be asked to connect personal experiences to those of others.

RESEARCH METHODS

Proficiencies addressed & level: Life Science (benchmark) OR Physical Science (benchmark); Statistics/Probability (benchmark)

Credit: ½ Life OR Physical Science, ½ Statistics

Prerequisites: None

In this course students will learn how to conduct scientific research. Students will investigate research methods in the fields of life science, physical science, and engineering. We will ask questions, design studies, and collect and analyze data. We will communicate with scientists to learn about the wide variety of science-based career options and use what we learn from them to improve our own research skills. By the end of the course students will be able to conduct their own independent research, using qualitative and quantitative methods. This course will provide students with hands-on opportunities to ask and investigate their own questions about the natural world.

CODING & GAME DESIGN I

Proficiencies addressed & level: Create (intermediate)

Credit: 1 elective

Prerequisites: Art Foundations 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
**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**
In this course, students will learn about who they are as people and how they can create positive change in their communities. Students will explore various informational and literary texts, as well as podcasts and films that deepen their understanding of who they are as individuals, in their communities and, more broadly, in today’s world.

**ENGLISH 10**
**Proficiencies addressed & level:** Language (benchmark), Speaking and & Listening (benchmark), Reading (intermediate), Writing (intermediate)
**Credit:** 1 English
**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**
**Proficiencies addressed & level:** Reading (benchmark), Writing (benchmark), Research (intermediate)
**Credit:** 1 English
**Prerequisite:** English 10

In this course, students will study American literature to understand how history, movements, and culture shaped the United States. Students will learn how fear; race; stereotypes; and wealth have influenced Americans’ choices and experiences. Students will examine how our cultural beliefs shape our effects on, and relationships with, other Americans.

**ENGLISH COMPOSITION (DE) - Community College of Vermont**
**Proficiencies addressed & level:** Research (benchmark); Reading (advanced); Writing (advanced)
**Credit:** 1 English
**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)**
**Proficiencies addressed & level:** Research (benchmark), Reading (advanced), Writing (advanced)
**Credit:** 1.5 English
**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)**
**Proficiencies addressed & level:** Reading (advanced) and Writing (advanced), History (advanced), Inquiry (advanced)
**Credit:** 1 English; 1 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. The course runs everyday for the full year, and offers advanced proficiency in English and Social Studies. By the end of the course, students will be able to conduct significant independent historical and literary research, analysis, and writing.

**SOCIAL JUSTICE**
**Proficiencies addressed & level:** Speaking and Listening (benchmark), Writing (benchmark), Research (benchmark)
**Credit:** 1 English
**Prerequisite:** English 11
In this course, students learn about social justice by studying several groups of people in our society. Social justice is justice in terms of the individual’s relationship with the distribution of wealth, opportunities, and privileges within a society. Students connect each unit to their first unit, “What are our human rights?” Most of the units in this course are done through project-based learning. An in-depth “capstone” research paper and public presentation on a social justice issue are required at the end of the course.

**ADVANCED JOURNALISM**

**Proficiencies addressed & level:** Writing (benchmark)

**Credit:** 1 English

**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. In this course, students will also 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.

**PUBLIC SPEAKING & DEBATE**

**Proficiencies addressed & level:** Research (benchmark), Speaking & Listening (advanced)

**Credit:** ½ English

**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.

**CREATIVE WRITING**

**Proficiencies addressed & level:** Writing (intermediate), Reading (intermediate), Language (benchmark)

**Credit:** ½ elective

**Prerequisite:** None - students MUST take English 9 but can meet Language benchmark in this course if unsuccessful in English 9

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. Students will have choice of genre, theme, and topic to focus their study on.

**THEATER I-IV: PERFORMANCE**

**Proficiencies addressed & level:** Speaking and Listening (benchmark), Writing (intermediate), Reading (intermediate), Present (benchmark), Create (benchmark), Respond (benchmark)

**Credit:** ½ English elective OR ½ Fine Arts

**Prerequisite:** None

In this course, students will learn to, analyze, write, read, and produce plays. Students will expand their on-stage and skills through acting exercises, research, reading, and character development. Main focuses of this class are valuing artistic choices (objective and subjective), script analysis, and performance. By enrolling and participating in this class students will be able to build their public speaking, social and collaborative skills.
THEATER I-IV: TECH & DESIGN
Proficiencies addressed & level: Speaking and Listening (benchmark), Writing (intermediate), Reading (intermediate), Present (benchmark), Create (benchmark), Respond (benchmark)
Credit: ½ English elective OR ½ Fine Arts
Prerequisite: None

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

THEATER THROUGH THE AGES
Proficiencies addressed & level: Reading (benchmark), Sociology (intermediate), Connect (benchmark)
Credit: 1 English
Prerequisite: None

In this course students will analyze and discuss cultural and social themes and topics in plays throughout history. By the end of the course students will be able to connect theatre and plays to events and situations that have occurred in history and how theatre can be used as a voice for people. The course helps students in life after school by opening up their minds to different time periods and helping them understand the evolution of various cultures and societies.

LEADERSHIP & CHANGE I
Proficiencies addressed & level: Speaking and Listening (benchmark), Inquiry (benchmark)
Credit: ½ Social Studies, ½ English credit
Prerequisites: English 9; Civics, Society, and Government

In this course, participants will explore how to be a leader in high school and beyond. This course asks participants to consider the questions “Where do we find leadership?”, “What makes an effective leader?”, and “How can leadership be used effectively?” Participants will engage with collaborative activities to test their skills and explore their own leadership skills. The class will collaborate to use these leadership skills to take informed action in the school and community.

Path to Proficiency Based Graduation Requirements in English

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<tr>
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<th>Intermediate</th>
<th>Benchmark</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Reading</td>
<td>- English 9</td>
<td>- English 11</td>
<td>- English Literature &amp; Comp (AP)</td>
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<td>- English 10</td>
<td>- Theater Through the Ages</td>
<td>- American Studies (AC)</td>
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<td>- Creative Writing</td>
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<td>- English Composition (DE)</td>
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<td>- Theater: Performance</td>
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<td>- Theater: Tech &amp; Design</td>
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<td>Writing</td>
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<td>- English Literature &amp; Comp (AP)</td>
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<td>Language</td>
<td>- English 9</td>
<td>- English 9</td>
<td>- Public Speaking &amp; Debate</td>
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<td>Speaking and Listening</td>
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<td>- Leadership &amp; Change I</td>
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HEALTH

Note: Students **MUST** take the introduction courses (Introduction to Wellness) prior to any other additional courses regardless of grade level.

**INTRO TO WELLNESS (HEALTH I)**
**Proficiencies addressed & level:** Health Skills (intermediate)
**Credit:** ½ Health
**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)**
**Proficiencies addressed & level:** Health Skills (benchmark)
**Credit:** ½ Health
**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)**
**Proficiencies addressed & level:** Health Skills (Advanced)
Credit: 1 elective
Prerequisite: Grades 11-12 and 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.

Path to Proficiency Based Graduation Requirements in Health

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</thead>
<tbody>
<tr>
<td>Health Skills</td>
<td>- Introduction to Wellness</td>
<td>- Personal Health</td>
<td>- Wellness for Life</td>
</tr>
</tbody>
</table>

MATHEMATICS

Mathematics courses at Springfield High School address the Common Core State Standards and prepare students for college entrance, the Smarter Balanced 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
Proficiencies addressed & level: Algebra (intermediate), Functions (intermediate), Geometry (intermediate), Number and Quantity (intermediate)
Credit: 1 math, 1 elective
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 (YEARLONG)
Proficiencies addressed & level: Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)
Credit: 1 math, 1 elective
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.

ALGEBRA I
Proficiencies addressed & level: Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)
Credit: 1 math
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.

**GEOMETRY (YEARLONG)**

**Proficiencies addressed & level:** Geometry (benchmark), Modeling with Geometry (benchmark)

**Credit:** 1 math, 1 elective

**Prerequisite:** Algebra I

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.

**GEOMETRY**

**Proficiencies addressed & level:** Geometry (benchmark), Modeling with Geometry (benchmark)

**Credit:** 1 math, 1 elective

**Prerequisite:** Algebra I

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.

**ALGEBRA II**

**Proficiencies addressed & level:** Algebra (advanced), Functions (advanced), Modeling with Algebra & Functions (advanced)

**Credit:** 1 math

**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.

**ADVANCED ALGEBRA II (AC)**

**Proficiencies addressed & level:** Algebra (advanced), Functions (advanced), Modeling with Algebra & Functions (advanced)

**Credit:** 1 math

**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.

**PRECALCULUS (AC)**

**Proficiencies addressed & level:** Algebra (advanced), Functions (advanced), Modeling with Algebra & Functions (advanced), Number and Quantity (advanced)

**Credit:** 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 polynomial, 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 (DE/AP) - River Valley Community College**

**Proficiencies addressed & level:** Algebra (advanced), Functions (advanced), Modeling with Algebra & Functions (advanced)

**Credit:** 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. The curriculum is aligned with the expectations of the College Board AP Calculus course.
**Statistics (DE/AP) - River Valley Community College**

**Proficiencies addressed & level:** Statistics (Advanced)

**Credit:** 1 credit (DE); 1 ½ credits (AP)

**Prerequisite:** Algebra II

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. The curriculum is aligned with the expectations of the College Board AP Statistics course.

**Statistics**

**Proficiencies addressed & level:** Statistics (benchmark)

**Credit:** 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.

**Creating with Computer Science**

**Proficiencies addressed:** There are no specific proficiencies addressed in this course.

**Credit:** ½ Elective Credit

**Prerequisite:** None

Video games, fashion websites, music mixing, interactive stories, behind all of these ideas there is a heart of code and imagination. What will you create? In this project-based-learning class, explore how programming and computer science can help you bring your creative ideas to life. You'll learn general programming concepts once a week and then apply them to your semester long project, whatever it may be. Each month the class will have visitors from a variety of creative tech fields, tackle ethics challenges from the real world, and have code reviews and mentorship with a diverse group of college students focused on creative technology. This class is offered in collaboration with the River Valley Technical Center to provide you with the best possible resources to discovery and create your own technology innovations.

**Essential Mathematics for College & Careers (EMC²)**

**Proficiencies addressed & level:** Algebra (benchmark), Functions (benchmark), Modeling with Algebra & Functions (benchmark)

**Credit:** 1 math elective

**Prerequisite:** Algebra 2, or teacher recommendation

This course offers an opportunity for students who need to strengthen their math skills with an alternative teaching pedagogy designed to improve engagement and student accountability before moving on to precalculus or postsecondary math courses.

**Your Brain on School**

**Proficiencies addressed & level:** Statistics (benchmark), Psychology (benchmark)

**Credit:** ½ Statistics, ½ Social Studies

**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.

**Research Methods**

**Proficiencies addressed & level:** Life Science (benchmark) OR Physical Science (benchmark); Statistics/Probability (benchmark)

**Credit:** ½ Science elective, ½ Statistics

**Prerequisites:** None
In this course students will learn how to conduct scientific research. Students will investigate research methods in the fields of life science, physical science, and engineering. We will ask questions, design studies, and collect and analyze data. We will communicate with scientists to learn about the wide variety of science-based career options and use what we learn from them to improve our own research skills. By the end of the course students will be able to conduct their own independent research, using qualitative and quantitative methods. This course will provide students with hands-on opportunities to ask and investigate their own questions about the natural world.

### Path to Proficiency Based Graduation Requirements in Mathematics

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<th>Advanced</th>
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<tbody>
<tr>
<td><strong>Algebra</strong></td>
<td>- Foundations</td>
<td>- Algebra I</td>
<td>- Algebra II</td>
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<tr>
<td></td>
<td></td>
<td>- Essential Mathematics for College &amp; Careers (EMC^2)</td>
<td>- Advanced Algebra II (AC)</td>
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<td></td>
<td>- Pre-Calculus (AC)</td>
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<td>- Calculus (DE/AP)</td>
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<tr>
<td><strong>Functions</strong></td>
<td>- Foundations</td>
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<td>- Algebra II</td>
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<td>- Calculus (DE/AP)</td>
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<tr>
<td><strong>Modeling with Algebra &amp; Functions</strong></td>
<td>- Algebra I</td>
<td>- Algebra I</td>
<td>- Algebra II</td>
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<td><strong>Geometry</strong></td>
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<td><strong>Modeling with Geometry</strong></td>
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<tr>
<td><strong>Statistics &amp; Probability</strong></td>
<td>- Statistics</td>
<td>- Statistics (DE/AP)</td>
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</table>
Be The Music! Audition to join Madrigal Singers and perform throughout the region. Play an instrument in Wind Ensemble. Write, perform, record and promote your own music in Triple Threat. Or take online courses in sound exploration and composition, like Sonic Sandbox and Music Composition, 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!

**WIND ENSEMBLE**

**Proficiencies addressed & level:** Present (benchmark), Create (benchmark), Respond (benchmark)

**Credit:** 1 Fine Art

**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 the Fine Arts PBGRs. But why stop there? 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

**TRIPLE THREAT**

**Proficiencies addressed & level:** Present (benchmark), Create (benchmark), Respond (benchmark)

**Credit:** ½ Fine Art

**Prerequisite:** None

New for 2019, Triple Threat is your chance to learn music in a modern context: write your own songs, perform/record them, and promote them to your audience. This class includes daily exercise in singing and music skills, hands on work with live sound and personal recording technology (phones, laptops) and communications technology (website & game design, YouTube, social media). Limited to 12 students.

**MADRIGAL SINGERS**

**Proficiencies addressed & level:** Present (benchmark), Create (benchmark), Respond (benchmark)

**Credit:** 1 Fine Art

**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 the Fine Arts PBGRs. 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**

**Proficiencies addressed & level:** Present (benchmark), Create (benchmark), Respond (benchmark)

**Credit:** ½ Fine Art

**Prerequisite:** selection interview

In this course, you will focus on performing and connecting with your audience. Choose from a variety of instruments, including band instruments, and (for those already in an ensemble) guitar or piano. 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.

**DRUM CLASS**

**Proficiencies addressed & level:** Present (benchmark), Respond (benchmark)

**Credit:** ½ Fine Art

**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. 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!

*Please refer to the table under “Visual Arts” for how these courses meet graduation requirements*

**PHYSICAL EDUCATION**

**Note:** Students MUST take the introduction course (Introduction to Physical Education) prior to any other additional courses regardless of grade level.

**INTRODUCTION TO PHYSICAL EDUCATION**
In *Introduction to Physical Education* students will learn about the history, culture, geography, skills, techniques, rules, and strategies of a number of globally-popular, culturally-diverse, sports and games. By the end of the semester students will have the basic knowledge and skills to take part in the following activities: 1) Archery; 2) International Football (Aussie Rules & Finnish); 3) Hockey; 4) Olympic Team Handball; 5) Lacrosse; 6) Tumbling, Yoga, and Self-Defense; 7) Volleyball; 8) Badminton; 9) Pickleball; 10) Other Games & Activities. This first-year Physical Education course is required for all incoming freshmen. In this course, students will improve their physical fitness through vigorous play while increasing their knowledge of the rules and strategies of many sports. By taking and passing *Introduction to Physical Education*, students will be able to take other PE courses at Springfield High School.

**TEAM SPORTS**

**Proficiencies Addressed & Level:** Personal Health & Fitness (Benchmark)

**Credit:** ½ PE

**Prerequisite:** *Introduction to Physical Education*

In *Team Sports* students will continue to learn about the history, culture, geography, skills, techniques, rules, and strategies of a number of globally-popular, culturally-diverse, sports and games but with the intention to organize, direct, and supervise the activities themselves. By the end of the semester students will have the basic knowledge and skills to take part in the following activities: 1) Archery; 2) Two-hand Touch Rugby; 3) Hockey; 4) Olympic Team Handball; 5) Lacrosse; 6) Wrestling; 7) Volleyball; 8) Badminton; 9) Pickleball; 10) Other Games & Activities. This course will afford students an opportunity to improve their ability to work and collaborate with others, to enhance their physical conditioning, and to increase their knowledge of a variety of sports and activities so that they can continue to play, and share, throughout their lives.

**PERSONAL FITNESS**

**Proficiencies Addressed & Level:** Personal Health & Fitness (Benchmark)

**Credit:** ½ PE

**Prerequisite:** *Intro to Physical Education*

This is primarily a self-directed course with a focus on goal-setting, fitness concepts, 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 cardio room to conduct personal fitness plans. Students will establish goals and work to attain them by the end of the semester. Students develop and follow a workout plan in every class.

**LIFETIME ACTIVITIES**

**Proficiencies Addressed & Level:** Personal Health & Fitness (Benchmark)

**Credit:** ½ PE

**Prerequisite:** *Intro to Physical Education*

In *Lifetime Activities* students will learn a variety of activities that they can participate in over the course of a lifetime. Students will work on skills and activities to build confidence, self-esteem, cooperation, and communication as they challenge themselves physically and mentally in an atmosphere that is safe, supportive, and fun. The sports and activities implemented will vary with the seasons and the number of students enrolled in the course. Activities for the course may include the following: problem-solving challenges, community-building activities, cooperative games, kayaking, biking, sledding, snowshoeing, outdoor survival, personal fitness, bowling, net games, 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.

**OFF SEASON TRAINING**

**Proficiencies Addressed & Level:** Personal Health & Fitness (Advanced)

**Credit:** ½ PE

**Prerequisite:** *Intro to Physical Education & the student MUST be a member of an SHS sports team or have prior permission from the P.E. Department.*

In *Offseason Training* students will learn how to increase their physical strength, cardiovascular conditioning, and skill development to improve overall athletic performance. The students will collaborate with their coaches and instructors to develop a program that
encompasses drills and activities to help maximize athletic growth. They will create goals to complete by the end of the semester and follow a workout plan in every class. The student will also learn goal-setting, fitness concepts, basic nutrition, and overall healthy habits. The students will also work on their sports-specific skills.

**VARSITY TEAM SPORTS MANAGEMENT**

**Proficiencies Addressed & Level:** Personal Health & Fitness (Advanced)

**Credits:** ½ PE

**Prerequisite:** Student **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.
5. Student must remain academically eligible for entirety of sports seasons.
6. Student must remain in strong team standing for entirety of sports seasons.

Path to Proficiency Based Graduation Requirements in Physical Education

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<tr>
<td>Personal Health and Fitness</td>
<td>- Introduction to Physical Education</td>
<td>- Team Sports</td>
<td>- Off Season Training</td>
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<td></td>
<td>- Personal Fitness</td>
<td>- Varsity Team Sports</td>
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<td></td>
<td></td>
<td>- Lifetime Activities</td>
<td>Management</td>
</tr>
</tbody>
</table>

**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.

In order to demonstrate proficiency for graduation in Science, all students need to demonstrate proficiency in the scientific practices in a minimum of two learning experiences (i.e., traditional semester science course, work placement, internship, innovation lab) at the benchmark or advanced level. Students also need to demonstrate proficiency at the benchmark or advanced level in three of the four domains of science: Life, Earth & Space, Physical, & Engineering Design.
**INTRODUCTION TO CHEMISTRY & PHYSICS (ICAP)**

**Proficiencies addressed & level:** Physical Science (benchmark), Science & Engineering Practices (intermediate)

**Credit:** 1 Physical Science

**Prerequisite:** None

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.

**BIOLOGY**

**Proficiencies addressed & level:** Life Science (benchmark), Science & Engineering Practices (benchmark)

**Credit:** 1 Life Science

**Prerequisite:** None

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.

**EARTH & SPACE SCIENCE**

**Proficiencies addressed & level:** Earth & Space (benchmark), Science & Engineering Practices (benchmark)

**Credit:** 1 Earth Science

**Prerequisite:** None

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.

**HUMAN ANATOMY & PHYSIOLOGY (AC)**

**Proficiencies addressed & level:** Life Science (benchmark), Science & Engineering Practices (benchmark)

**Credit:** 1 Life Science

**Prerequisite:** None

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 rigorous, 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**

**Proficiencies addressed & level:** Life Science (benchmark), Physical Science (benchmark), Science & Engineering Practices (benchmark)

**Credit:** 1 Physical Science or Life Science

**Prerequisites:** None

In forensics, students will learn how science is used to help investigate crimes. Examples of topics include: evidence collection, DNA profiling, 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**

**Proficiencies addressed & level:** Physical Science (advanced), Science & Engineering Practices (advanced)

**Credit:** 1 Physical Science

**Prerequisite:** Demonstrated proficiency in Algebra II

This 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) - Vermont Technical College/Community College of Vermont**

**Proficiencies addressed & level:** Physical Science (advanced), Science & Engineering Practices (advanced)

**Credit:** 1 Physical Science

**Prerequisites:** None (ICAP or Teacher Recommendation)
This course is an introduction to the concepts, principles and applications of chemistry. Includes atomic structure, periodicity, structure of matter, thermochemistry, and solutions. Includes lab sessions which will illustrate the principles of quantitative interpretation of data.

**ASTRONOMY**

**Proficiencies addressed & level:** Earth and Space (intermediate), Science & Engineering Practices (intermediate)

**Credit:** ½ Science elective

**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.

**RESEARCH METHODS**

**Proficiencies addressed & level:** Life Science (benchmark) OR Physical Science (benchmark); Statistics/Probability (benchmark); Science & Engineering Practices (advanced)

**Credit:** ½ Science (Life Science or Physical Science), ½ Math

**Prerequisites:** None

In this course students will learn how to conduct scientific research. Students will investigate research methods in the fields of life science, physical science, and engineering. We will ask questions, design studies, and collect and analyze data. We will communicate with scientists to learn about the wide variety of science-based career options and use what we learn from them to improve our own research skills. By the end of the course students will be able to conduct their own independent research, using qualitative and quantitative methods. This course will provide students with hands-on opportunities to ask and investigate their own questions about the natural world.

**A WALK ON THE WILDSIDE: NATURE, COMMUNITY, AND ENVIRONMENTAL RESEARCH**

**Proficiencies addressed & level:** Engineering (benchmark); Earth & Space Science (benchmark), Science & Engineering Practices (benchmark)

**Credit:** 1 Earth Science

**Prerequisites:** None

“In wilderness 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 explore, investigate, and learn what the local Vermont environment can teach us. Students will analyze a major environmental problem and draw on their own interests and talents to research, design, and implement an authentic solution to the problem. Student projects are encouraged to be multidisciplinary, possibly including the arts, writing, carpentry, social & natural sciences, math, education/human development, coding, gardening, etc.

**BRAINS, BONES, & BODIES: HUMAN EVOLUTION**

**Proficiencies addressed & level:** Anthropology (benchmark); Life Science (benchmark); Science & Engineering Practices (benchmark)

**Credit:** ½ Social Studies, ½ Life Science

**Prerequisites:** None

Through studying the human body and brain, students will gain an understanding and appreciation for human evolution, from our origins and diversity in the past, to our present-day selves. By the end of the course, students will be able to detail human evolution from prior life forms, to *Homo sapiens*’ current place among the primates. Our focus will be on analyzing scientific evidence, including the fossil record, bone structure, and characteristics that make us uniquely human yet inescapably animal. The skills acquired in this class will allow students to discriminate fact from myth, characteristic from stereotype, and science from pseudoscience. Furthermore, students will discover the reliable yet tentative nature of science.
Path to Proficiency Based Graduation Requirements in Science

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Scientific Practices
(Required for all students to meet the practices at the benchmark or advanced level in at least two different courses.)
The priority scientific practices at SHS are:
- Developing and using models
- Analyzing and interpreting data
- Engaging in argument from evidence
- Designing solutions
- Planning & conducting investigations

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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 demonstrate proficiency at the benchmark level in Inquiry and in four of any of the following benchmark areas: Civics, History, Psychology, Sociology, Geography, Economics, and Anthropology. Incoming Freshmen are recommended to take Civics, Society and Government and after that point students are free to choose their coursework from the classes listed below or innovation labs that provide students with an opportunity to achieve proficiency at the benchmark level in four of the content areas listed.

**CIVICS, SOCIETY & GOVERNMENT**

**Proficiencies addressed & level:** Civics (benchmark); Inquiry (intermediate)

**Credit:** 1 Social Studies

**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**

**Proficiencies addressed & level:** History (benchmark); Inquiry (benchmark)

**Credit:** 1 Social Studies

**Prerequisite:** Civics, Society, and Government

In this course students will learn about a variety of periods in the United States’ history. Students will use units that examine different themes in US history to develop their skills as historians. Potential units of study include: a comparison of workers’ struggles for better conditions; the creation of a museum exhibit on a topic of each student’s choice; a research project into the racial and social politics of rock and roll and hip hop. 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.

**AMERICAN STUDIES (AC)**

**Proficiencies addressed & level:** History (Advanced); Inquiry (Advanced); Reading (Advanced) and Writing (Advanced)

**Credit:** 1 Social Studies, 1 English

**Prerequisite:** Civics, Society and Government; English 9 and English 10 and recommendation from teacher.

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. The course runs everyday for the full year, and offers advanced proficiency in English and social studies. By the end of the course, students will be able to conduct significant independent historical and literary research, analysis, and writing.

**INTRODUCTION TO PSYCHOLOGY (DE/AP) - Vermont Technical College**

**Proficiencies addressed & level:** Psychology (advanced)

**Credit:** 1 credit (DE); 1 ½ credits (AP)

**Prerequisite:** 2 Social Studies classes and teacher permission

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.

**KNOW YOUR SELF, YOUR BRAIN, YOUR LIFE**

**Proficiencies addressed & level:** Sociology (benchmark), Psychology (intermediate)

**Credit:** 1 Social Studies

**Prerequisite:** Civics, Society and Government

In this course, the social sciences of Sociology and Psychology 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.
FOOD JUSTICE
**Proficiencies addressed & level:** Economics (intermediate); Geography (benchmark or advanced); Inquiry (benchmark or advanced)
**Credit:** 1 Social Studies
**Prerequisites:** Civics, Society & 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
**Proficiencies addressed & level:** Inquiry (intermediate); Civics (intermediate); History (benchmark); Connect (benchmark); Create (optional, benchmark)
**Credit:** ½ Social Studies, ½ Fine Art
**Prerequisites:** 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
**Proficiencies addressed & level:** Statistics (benchmark), Psychology (benchmark)
**Credit:** ½ Math, ½ Social Studies
**Prerequisites:** 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.

LEADERSHIP & CHANGE I
**Proficiencies addressed & level:** Speaking and Listening (benchmark), Inquiry (benchmark)
**Credit:** ½ Social Studies, ½ English credit
**Prerequisites:** English 9; Civics, Society, and Government

In this course, participants will explore how to be a leader in high school and beyond. This course asks participants to consider the questions “Where do we find leadership?”, “What makes an effective leader?”, and “How can leadership be used effectively?” Participants will engage with collaborative activities to test their skills and explore their own leadership skills. The class will collaborate to use these leadership skills to take informed action in the school and community.

CRYPTOLOGY: THE STUDY OF SECRETS
**Proficiencies addressed & level:** Civics (benchmark), Inquiry (intermediate)
**Credit:** ½ Social Studies, ½ Elective
**Prerequisites:** None

In this course, we will explore the history of codes and codebreaking. Students will use technology as a tool to solve complex interlocking problems, and will work as a team to crack historical ciphers and create their own unbreakable codes. Students will also engage in debates about the questions that encryption raises about security, government surveillance, and individual rights.

BRAINS, BONES, & BODIES: HUMAN EVOLUTION
**Proficiencies addressed & level:** Anthropology (benchmark); Life Science (benchmark); Science & Engineering Practices (benchmark)
Credit: ½ Social Studies, ½ Science Elective
Prerequisites: None

Through studying the human body and brain, students will gain an understanding and appreciation for human evolution, from our origins and diversity in the past, to our present-day selves. By the end of the course, students will be able to detail human evolution from prior life forms, to Homo sapiens’ current place among the primates. Our focus will be on analyzing scientific evidence, including the fossil record, bone structure, and characteristics that make us uniquely human yet inescapably animal. The skills acquired in this class will allow students to discriminate fact from myth, characteristic from stereotype, and science from pseudoscience. Furthermore, students will discover the reliable yet tentative nature of science.

LOCKED UP - THE HISTORY OF MASS INCARCERATION IN THE UNITED STATES
Proficiencies addressed & level: History (benchmark); Inquiry (benchmark)
Credit: 1 Social Studies
Prerequisite: Civics Society Government

This course will trace the development of the customs, attitudes, laws, and practices that have colluded to situate the United States as the country with the highest incarceration rate in the entire world. A significant focus of this course will be investigating, understanding, and critiquing all that has produced the current outcome of who is in the system today. Students will begin by identifying their personal beliefs about and connections to the criminal justice system, as well as the factors that have shaped these beliefs and connections. Working from this foundation, students will investigate the current state of incarceration in the United States: who is incarcerated, why, and the domino-like impact of their incarceration on their families, their communities, and their life outcomes following their release. Students will explore the historical context of incarceration and investigate examples of resistance to mass incarceration and activist movements for change. Students will show their proficiency by being able to research, evaluate, and teach others about current issues and efforts to reform and change various aspects of the criminal justice system.

PACK YOUR BAGS - IMMIGRATION AND MIGRATION IN THE AMERICAS
Proficiencies addressed & level: History (benchmark); Geography (intermediate); Inquiry (intermediate)
Credit: 1 Social Studies
Prerequisite: Civics, Society and Government

Migration and immigration has been central in the making of American history and culture. It has changed the social, political, economic, racial and cultural fabric of America and the world. In this course students will look at the movement of people in the Americas and coming to the Americas from Columbus and the transatlantic slave trade to the many migrations since. Essential topics, readings, and multimedia provide historical context to current debates over immigration, migration, assimilation, integration, “legal” and “illegal” and citizenship. Students will show their proficiency by being able to explain from several points of view, what does it mean to be “American?” Students will research various push and pull factors in immigration and migration. Students will be able to analyze and articulate current events in immigration from various perspectives. Students will be asked to connect personal experiences to those of others.

Path to Proficiency Based Graduation Requirements in Social Studies

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| Inquiry (required for all students) | - Civics, Society, & Government  
- Cryptology: The Study of Secrets  
- Art as Control; Art as Rebellion  
- Pack your bags: Immigration & Migration in the Americas | - US History  
- Food Justice  
- Leadership & Change I  
- Locked up: The History of Mass Incarceration in the US | - American Studies (AC)  
- Food Justice (option) |
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<td>Sociology</td>
<td>- Theater Through the Ages</td>
<td>- Know Your Self, Your Brain, Your Life</td>
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painting, printmaking, multimedia, and 3D art. Students will practice persistence and problem solving in this course, and will learn through experimentation and application.

**ART I: PRINCIPLES OF DESIGN**

*Proficiencies addressed & level:* Create (benchmark), Respond (benchmark)

*Credit:* ½ Fine Art

*Prerequisite:* Art Foundations OR Teacher Recommendation

This course builds on the skills and knowledge gained in middle school art and/or Art Foundations. 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, design, and sculpture. This class has a strong emphasis on creative problem solving and meaning making through visual arts.

**ART II: DRAWING**

*Proficiencies addressed & level:* Create (benchmark), Present (benchmark)

*Credit:* ½ Fine Art

*Prerequisite:* Art I Principles of Design (formerly Art II)

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 II: PAINTING**

*Proficiencies addressed & level:* Create (benchmark), Present (benchmark)

*Credit:* ½ Fine Art

*Prerequisite:* Art I Principles of Design (formerly Art II)

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 II: DARKROOM PHOTOGRAPHY**

*Proficiencies addressed & level:* Create (benchmark), Present (benchmark)

*Credit:* ½ Fine Art

*Prerequisite:* Art I Principles of Design (formerly Art II)

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 II: CERAMICS & SCULPTURE**

*Proficiencies addressed & level:* Create (benchmark), Present (benchmark)

*Credit:* ½ Fine Art

*Prerequisite:* Art I Principles of Design (formerly Art II)

This course builds upon foundational sculptural & ceramic materials and techniques, essential formal concepts, and the development of content through three-dimensional forms. Students will be working primarily with clay, cardboard, wire, plaster and found objects. By the end of the course, students will have created both functional and sculptural works.

**ART III: ADVANCED ART**

*Proficiencies addressed & level:* Create (advanced), Present (benchmark), Respond (advanced, optional), Connect (benchmark, optional)

*Credit:* 1 Fine Art

*Prerequisites:* Art II: Drawing or Art II: 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 IV: PORTFOLIO ART** (Fall semester only)
Proficiencies addressed & level: Create (advanced), Present (benchmark), Respond (advanced, optional), Connect (benchmark, optional)
Credit: 1 Fine Art
Prerequisites: Advanced Art or 1.5 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.

**ART AS CONTROL; ART AS REBELLION**
Proficiencies addressed & level: Inquiry (intermediate); Civics (intermediate); History (benchmark); Connect (benchmark); Create (optional, benchmark)
Credit: ½ Social Studies, ½ Fine Art
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.

**CODING & GAME DESIGN I**
Proficiencies addressed & level: Create (intermediate)
Credit: 1 elective
Prerequisites: Art Foundations 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**
Proficiencies addressed & level: Connect (benchmark); Create (benchmark-optional)
Credit: ½ elective; ½ art 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.

**ELECTIVE ARTS: COMICS & CARTOONING**
Proficiencies addressed & level: Create (intermediate)
Credit: ½ Elective Credit
Prerequisites: Art Foundations 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.

**ELECTIVE ARTS: YEARBOOK PRODUCTION**
Proficiencies addressed & level: Create (intermediate), Present (intermediate), Connect (benchmark for full year only)
Credit: 1 Elective Credit
Prerequisites: ½ credit in art (or Teacher Recommendations)

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.
Path to Proficiency Based Graduation Requirements in the Arts

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<td>- Art 3: Advanced Art (optional)</td>
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<td>- Art 1: Principles of Design</td>
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WORLD LANGUAGE

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

Proficiencies addressed & level: Communication in World Languages (intermediate)
Credit: 1 World Language
Prerequisite: Only open to students in the Class of 2020, 2021 who have not met their world language requirement

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
Proficiencies addressed & level: Communication in World Languages (benchmark)
Credit: 1 World Language
Prerequisite: None

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
Proficiencies addressed & level: Communication in World Languages (advanced)
Credit: 1 World Language
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
Proficiencies addressed & level: Communication in World Languages (advanced)
Credit: 1 World Language
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)
Proficiencies addressed & level: Communication in World Languages (advanced)
Credit: 1 World Language
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)
Proficiencies addressed & level: Communication in World Languages (advanced)
Credit: 1 World Language
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**

**Proficiencies addressed & level:** Communication in World Language (Benchmark)

**Credit:** 1 World Language

**Prerequisite:** None

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**

**Proficiencies addressed & level:** Communication in World Language (Advanced)

**Credit:** 1 World Language

**Prerequisite:** Spanish I with a 2.5 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**

**Proficiencies addressed & level:** Communication in World Language (Advanced)

**Credit:** 1 World Language

**Prerequisite:** Spanish II with a 2.5 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 River Valley Community College

**SPANISH IV (AC)**

**Proficiencies addressed & level:** Communication in World Language (Advanced)

**Credit:** 1 World Language

**Prerequisite:** Spanish III with a 2.5 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)**

**Proficiencies addressed & level:** Communication in World Language (Advanced)

**Credit:** 1 World Language

**Prerequisite:** Spanish IV with a 2.5 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.

**GEOGRAPHY OF THE SPANISH SPEAKING WORLD (AC)**
Proficiencies addressed & level: Communication in World Language (Advanced); Geography (intermediate)
Credit: 1 World Language
Prerequisite: Spanish III, IV or V with a 3 or better or approval of instructor

This course is conducted entirely in Spanish. Students will develop advanced language skills in speaking, listening, reading and writing through the study of the physical and cultural geography of the different Spanish speaking countries around the world. Authentic materials will be used.

Path to Proficiency Based Graduation Requirements in the World Language

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MISCELLANEOUS

WORK-BASED LEARNING (Internships, Job Shadows, Career Preparedness)
Proficiencies addressed and level: varies based on student interests
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.

COSMOS “U”
Proficiencies addressed and level: varies based on student interests
Credit: 1 or ½ credit
Prerequisite: None

In Personalized Learning, students are able to work with a teacher to design their own learning experience. This could be used to fulfill a graduation requirement, to investigate an area of personal interest, or to learn a skill that will be useful for your post-secondary
plans. The selection of particular content or transferable skills to be mastered during a student’s time in the PL Hub will be decided collaboratively by the student, counselor, and teacher. Once enrolled, the student and teacher will collaboratively determine a learning and assessment plan for the student that will likely include a learning plan, several checkpoint assessments, student-teacher conferences, and a presentation of learning.

**CREATING WITH COMPUTER SCIENCE**

Proficiencies addressed: There are no specific proficiencies addressed in this course.

Credit: ½ Elective Credit

Prerequisite: None

Video games, fashion websites, music mixing, interactive stories, behind all of these ideas there is a heart of code and imagination. What will you create? In this project-based-learning class, explore how programming and computer science can help you bring your creative ideas to life. You'll learn general programming concepts once a week and then apply them to your semester long project, whatever it may be. Each month the class will have visitors from a variety of creative tech fields, tackle ethics challenges from the real world, and have code reviews and mentorship with a diverse group of college students focused on creative technology. This class is offered in collaboration with the River Valley Technical Center to provide you with the best possible resources to discovery and create your own technology innovations.

**LEARNING CENTER I** - (Incoming Freshman)

Proficiencies addressed: There are no specific proficiencies addressed in this course.

Credit: ½ Elective Credit

Prerequisite: To be eligible to receive specialized instruction in the Learning Center, a student must be on a current I.E.P. and be an incoming freshman.

In this course, students will work on their I.E.P. goal and objectives. The instruction for this course will focus on addressing the goals and objectives in that I.E.P. Students will be assessed on the progress made toward their I.E.P. goals and objectives. By the end of the course student will show progress on their IEP goals and objectives. This will assist student after high school by developing stronger basic skills.

**LEARNING CENTER II**

Proficiencies addressed: There are no specific proficiencies addressed in this course.
Credit: ½ Elective Credit  
**Prerequisite:** To be eligible to receive specialized instruction in the Learning Center, a student must be on a current I.E.P.

In this course, students will work on their I.E.P. goal and objectives. The instruction for this course will focus on addressing the goals and objectives in that I.E.P. Students will be assessed on the progress made toward their I.E.P. goals and objectives. By the end of the course student will show progress on their IEP goals and objectives. This will assist student after high school by developing stronger basic skills.

**LIBRARY AIDE**  
**Proficiencies addressed:** There are no specific proficiencies addressed in this course.  
**Credit:** ½ elective credit  
**Prerequisite:** Grade 10-12; Teacher Recommendation

Students have the opportunity to serve as a Library Aide. The purpose of a library aide is to assist the librarian, while allowing the library aide to develop new skills and knowledge. 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. A paper stating the student’s goals and objectives is required before starting a Library Aide position. Students must report to the Library and meet the librarian expectations to receive credit. All Library Aide positions should be discussed with the librarian and arranged through the student’s school counselor.

**ACADEMIC RESOURCE CENTER (ARC)**  
**Proficiencies addressed:** There are no specific proficiencies addressed in this course.  
**Credit:** ½ elective credit  
**Prerequisite:** Teacher/Counselor Recommendation

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 academic coursework with assistance as needed from the ARC teacher and peer tutors in the room. 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**  
**Proficiencies addressed:** There are no specific proficiencies addressed in this course.  
**Credit:** ½ elective credit  
**Prerequisite:** Grade 10-12; Teacher Recommendation

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

It is the mission of The Occupational Development Program (ODP) to provide students with relevant experiences and education in academic, vocational, and social skills within a safe and supportive environment; through those experiences, ODP strives to foster our students’ lifelong independence and integration within their communities. The ODP offers a curriculum for students who require specialized instruction and whose academic needs cannot be met in the traditional secondary curriculum, even with modification and accommodation. It is the primary goal of the program to provide our students with functional math, reading, and communication skills. So they have the ability 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 and II**
Credit: 1 credit
Open to: 1st and 2nd 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 III and IV**
Credit: 1 credit
Open to: 3rd and 4th year O.D.P. student
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.

**JOURNALISM**
Credit: 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**
Credit: 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**
Credit: 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**
Credit: 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**
Credit: 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**  
**Credit:** 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**  
**Credit:** 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 workplace.

**PRE-VOCATIONAL IV**  
**Credit:** 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**  
**Credit:** 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**  
**Credit:** 1 credit or ½ 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**  
**Credit:** 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**  
**Credit:** ½ credit  
**Open to:** 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**  
**Credit:** 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**

**Credit:** 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**

**Credit:** 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.

**ODP DRIVER’S ED**

**Credit:** 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 SCIENCE I**

**Credit:** 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.**

**Credit:** 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.**

**Credit:** 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**

**Credit:** 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
Credit: 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
Credit: 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
Credit: 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 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
Credit: 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
Credit: 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
Credit: 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
Credit: 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.

SOCIAL MEDIA
Credit: ½ credit
Open to: Grades 9-12
Prerequisite: None
This class is designed to help students understand social media and how to use it properly. Students will be exposed to topics including, internet safety, online harassment, determining what is real or fake information, and how social media affects our daily life. Students will also have the opportunity to engage in broader examination of media 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**

Credit: 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**

Credit: 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.

**River Valley Technical Center**

307 South Street, Springfield, VT 05156  
802.885.8300  
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 transcripted 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 transcripted 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 2019-2020 School Year

Introduction To Audio Video Production
½ credit
Instructors: Mr. McNaughton & Mr. Martin
Learn the basics of Audio and Video Production. During the audio portion of the AVP Intro you will learn studio techniques to record, mix, and master a unique musical composition. You will learn firsthand the power of Digital Audio Recording using RVTC Studios’ state of the art recording facilities. During the video production pathway you will learn how to write a script, storyboard your visuals then direct, produce, and edit your own short video. If you are looking for a little fame and glory, or maybe just to get your hands on some sweet Audio & Video gear, then this intro course is for you.

Introduction To Business
½ credit
Instructor: Ms. Dana
In this course, you will explore basic marketing principles while delving deeper in the multi-billion dollar sports and entertainment industry. The sports and entertainment marketing field offers careers that combine entertainment with traditional marketing, but with a whole lot more glamour.

You'll learn about how professional athletes, sports teams, and well-known entertainers are marketed as commodities and how some of them become billionaires as a result. If you've ever wondered about how things work behind the scenes of a major sporting event such as the Super Bowl or even entertained the idea of playing a role in such an event, then this course will introduce you to the fundamentals of such a career. 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.

Introduction To Information Technology
½ credit
Instructor: Ms. Wilson
Learn how to navigate today’s digital landscape! Get to know a computer and how it works and take it apart. Create websites as a portfolio of your explorations in the field of information technology. Design in Adobe Photoshop or Illustrator and take your file straight to the 3D printer. Make graphic designs with our laser cutter. Learn Python and programming languages. Make video games. Investigate cybersecurity and work with microcontrollers like Raspberry Pi and Arduino.

**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 or saw horses. 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
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 Services**
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. Lihatsh
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 and Manufacturing/Engineering**
½ credit
Instructor: Mr. Sidd and Mr. Bickford
This class offers students the opportunity to explore potential careers in Welding, Electrical, Plumbing, Renewable Energy, Engineering, and Manufacturing through hands-on learning. This one semester course is taught by both instructors in their respective fields. During the first two weeks, the entire class learns safety, drawing, and measuring. By combining both Industrial Trades and Engineering and Manufacturing, students can attain a broader exposure to the trades and make a more informed decision about their career pathway.

**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 credit, 1 English credit, 1 Elective credit
Open to: Grades 9-10
Prerequisite: None
Scheduled: Full Year, 2 hours per day
Solve real-world problems. Work hands-on with tools, materials, and processes. Build the Math, English, and Employability skills you will need to excel in whatever career path you choose. Explore eight different career clusters throughout the first portion of the school year, and develop your own quarter-long project based on one career that inspires you most. In Pre Tech we collaborate with each of the other RVTC programs on technical challenges, study the opportunities available in different career paths, and visit active job sites to help you find a career that fits you. We do everything from childcare to welding, disassembling computers to cooking meals, shooting video to designing and marketing manufactured goods. If you learn best by doing, or know you have a future in technical education, or just want to figure out what to do with your life, then Pre Tech is the place for you!

**Audio Video Production I**
3 elective credits
Open to: Grades 10-12
Prerequisite: None
Scheduled: Full year
- The AVP Program at RVTC is unique in that it is divided into individual Audio and Video “Pathways”. Each pathway lasts for one quarter (10 weeks) of the school year. Think of it like college. During the first part of your college experience you choose “concentrations” and eventually declare a major. During level I of the AVP Program you choose four “concentrations” or “pathways”.
- Audio Pathway - Get a backstage pass into the world of technology through Audio Production. If you’re looking to launch a career in music, radio, live sound or entertainment business, you’ve come to the right place. Learn studio maintenance, audio production and entertainment business law. This course offers hands-on use of microphones, mixers, speakers and portable digital audio recorders. Software includes ProTools and Logic.
- Video Pathway - Get a backstage pass into the world of technology through Video Production. During this class we will explore the three phases of video production through hands-on activities. Get an introduction to special effects for video. Learn how to tell stories (fiction and non-fiction) through Digital Cinematography. Learn Apple’s Final Cut Studio for video editing, computer generated effects and motion graphics.

**Audio Video Production II**
2 elective credits & 1 embedded Science credit
Open to: Grades 11-12
Prerequisite: Audio Video Production I
Scheduled: Full year
In this program students work with cutting-edge technology at the RVTC Studios. RVTC Studios are equipped with three audio recording studios powered by Pro Tools & Logic Studio. The Video Production Studio features a Broadcast News set, a full-sized Green Screen for special effects, and a mock-up of a small apartment for use in student films. Each student in the AVP program has their own dedicated computer for classwork and access to a myriad of portable production equipment. The entire curriculum is packaged online allowing students to access course work anytime, anywhere. AVP offers a flexible path to become a Program Completer. You must successfully complete “AVP 101” along with any seven of the following pathways:

- Digital Photography *required for video students
- Practical Effects
- Corporate & Promotional Media
- Cartoon Animation
- Broadcast News
- Digital Cinematography & Music Video Production
- Digital Movie-Making
- Special Effects
- Cartoon Animation
- Documentary Filmmaking
- Radio Production
- Sound Design for Film
- Field Recording

Business & Financial Services - General Program Description

No matter what career path you follow, you will work for a business one day: small or large, as an employee or as a business owner. If you think you have the spirit of an entrepreneur, Business & Financial Services will show you how to create, build, and manage your own business. In the first year, you’ll get hands-on training in the school’s store, Campus Connection, and earn valuable management skills in the second year. Not sure being an entrepreneur is for you? Skills gained in this program are not limited to traditional business careers. They can be used in any career, in any field. Develop your leadership skills by participating in DECA, a student association of emerging leaders and entrepreneurs. Get a head start on your college business major or gain valuable experience as you enter the workforce.

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
In your first year of Business & Financial Services, you'll learn about the financial side of running a business and the language of accounting. You will learn how to maintain the financial records for a business using an online accounting program as well as learning Quickbooks financial software. As a first-year student, you will also work in the Campus Connection school store.

Business & Financial Services II
2 elective credits, 1 embedded English credit & 1 embedded Math 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
In Business & Financial Services II you’ll study entrepreneurship and small business management. Your studies will focus on business law, marketing, customer service, human resources, business ethics, and financial management. All students will create a business plan for a business of their choosing and actually start that business as part of this class! Second-year students are the buyers and managers of the Campus Connection school store.

Carpentry - General Program Description

The RVTC Carpentry Program is ideal for the individual who wants to learn more about carpentry and construction. Complete several projects using the school’s first-rate tools and equipment. Every year, we even build a house right here in our massive workshop.

Students learn to build, design, and gain the skills needed for a career in Carpentry. They start by building sheds and other small projects. They create materials lists, research vendors and order what they need to build a house. They discover the theory and practice of construction as a profession. Construction projects through hands-on experiential learning are the focus of the work in Carpentry. Students also develop leadership skills through the local SkillsUSA Chapter and participate in local, state, regional and national activities. Students may become nationally credentialed through National Center for Construction Education and Research (NCCER). In the second year students have an opportunity to refine their skills by building a full-sized house right in the lab.
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 your future, literally, in this program. From the beginning, you’ll get involved in both the theory and practice of construction as a profession. Guest craftspeople will offer special presentations but most of your work will be done right in the on-site workshop, using top-notch tools. In the first year, work in pairs to build a woodshed or a playhouse. Then progress to larger sheds in larger groups.

Carpentry II
2 elective credits & 1 embedded Math 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
In your second year, you’ll refine your carpentry and other construction skills while building a house. You can also work in your choice of cooperative work placement, apprenticeship, or construction site to get the real world experience you need to progress.

Criminal Justice - General Program Description
Criminal Justice students discover the history, organization, and function of local, state, and federal law enforcement. They learn to utilize communication skills in creating, conveying, and interpreting information and ideas. Students propose solutions to address problems associated with law enforcement, study court cases, determine the impact of court decisions and analyze procedural and substantive criminal laws which look into reasonable suspicion and probable cause. Students learn fingerprinting and how to process a crime scene using dusting procedures. Guest speakers, field trips and use of industry specific equipment and supplies are an essential part of the curriculum. Students become acquainted with legal concerns associated with a criminal investigation, gain knowledge of terminology and investigative procedures related to a crime scene, as well as questioning, interviewing, criminal behavior characteristics, and truth detection. They 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 students come to understand various investigative procedures in Criminal Justice and the law.

Criminal Justice is the framework to the inner mechanisms of the three significant criminal justice functions in the United States, Courts, Corrections and Law Enforcement. This course will give the students an overview of policing in America, the historical development of policing worldwide and locally and the implementation of community-based policing and criminal investigations. The course will discuss and explain the prosecution, disposition, and incarceration of those suspected of committing criminal offenses along with focusing on the realities of enforcement and the apprehension of criminals at the federal, state and local level.

Throughout the two years, an emphasis will be placed on developing reading, writing and interpersonal communication skills, critical thinking, logical reasoning and problem-solving skills. Students will interact with members of law enforcement, corrections and the court system, and they will be able to learn from their know-how. Careers in each area will be explored and students will learn more about the expectations and training required for various career options in the criminal justice field.

Criminal Justice I
3 elective credits
Open to: Grades 11-12
Prerequisite: Signed Medical Release
Scheduled: Full year, 2 hours per day
Level One Criminal Justice students complete practical applications, classroom learning, and technology, a solid introduction to the different functions within the criminal justice field.

Criminal Justice II
2 elective credits & 1 embedded Social Studies credit
Open to: Grade 12
Prerequisite: Grade of 70 or better in Criminal Justice I
Scheduled: Full year, 2 hours per day
Level Two Criminal Justice students learn the many subsystems within the criminal justice system with an emphasis on criminal investigation. Upon completion of this two-year program, students will be prepared to enter a post-secondary criminal justice program.

Culinary Arts - General Program Description
Culinary Arts is a highly creative area of study that can take you in many directions. By studying Culinary Arts, students prepare for careers in the food service industry. The chef instructors help students discover their inner creativity using industry level commercial kitchen equipment. The class operates like an actual food service facility. Students are 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. They develop employability skills like dependability, communication, organization, problem solving and work ethic. These skills are important to be successful in the career field. Students start with the basics of safety, sanitation, and knife skills. They also learn to read and follow recipes and rotate through the kitchen and bake shop developing skills they need for work in restaurants, hotels and other food service careers. We also focus on 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. Students may earn a national credential “ServSafe” through the National Restaurant Association and college credit through New England Culinary Institutes online program. After graduation, students can choose to continue their education or head to work in an industry that is starving for culinary talent. Many River Valley Technical Center Culinary students have gone on to Noteable Schools such as Johnson and Wales, Culinary Institute of America, Paul Smiths, White Mountain Community College and New England Culinary Institute. Relationships with these and other Post Secondary Schools offer our students; preferred acceptance, online classes and generous scholarships. 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. This program offers studies in Culinary Arts for students interested in preparing for careers in the foodservice industry. Our facility is designed to simulate the typical food service workplace. A large part of our training is developing good employability skills; these skills include attendance, communication, organization, task completion, 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.

**Culinary Arts I**
3 elective credits
Open to: Grades 11-12 (10 with permission)
Prerequisite: None
Scheduled: Full year, 2 hours per day
Pro Start Curriculum is recommended by the National Restaurant Association. Culinary Arts Level One students learn the basics of safety, sanitation, knife skills, reading and following recipes as they rotate through the kitchen and bakeshop.

**Culinary Arts II**
2 elective credits & 1 embedded Math credit
Open to: Grades 11-12
Prerequisite: Grade of 70 or better in Culinary Arts I
Scheduled: Full year, 2 hours per day
Culinary Arts Level Two students who are serious and motivated to continue their knowledge and skills will train in the kitchen, bakeshop, and the cafe. They will have the opportunity to gain a national credential “ServSafe” through the National Restaurant Association.

**Engineering - General Program Description**

Do you like to take things apart (and sometimes reassemble them)? How about puzzles; 3D puzzles? How about moving out of the house or apartment after graduation? 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 RVTC Pre-Engineering program can teach you the skills necessary to be a player in this field.

The RVTC Engineering program uses the Project Lead the Way (PLTW) Engineering curriculum, which is more than just a math and science program. This is a hands-on, project based, application centric approach to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer.

When enrolled in the Engineering program, students will have the opportunity to earn up to 12 college credits through NH Technical Institute focusing in Science, Technology, Engineering and Math. Students may also earn an industry recognized credential from OSHA and National Institute of Metalworking Skills (NIMS).

Students gain an understanding of many engineering fields: robotics and automation, manufacturing processes, electrical engineering topics including circuit design, combinational and sequential logic, integrated circuits, and programmable logic controllers; design, architectural and civil engineering.

**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  
Engaged in problems that challenge and guide you through a broad range of engineering topics to include mechanisms, the strength of structures and materials, electrical and automation as well as design, architecture, and civil engineering. You will also have the opportunity to understand and apply modern manufacturing processes. Finally, you will develop skills in problem-solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Engineering Level II**  
PLTW Digital Electronics  
PLTW Computer Integrated Manufacturing  
2 elective credits & 1 embedded Math credit  
Open to: Grades 11-12  
This final course in the cluster takes a closer look at the relationship between design, material selection, and manufacturing. Structural nature, materials testing, and a wider scope of fabrication techniques will be explored in-depth. We’ll also incorporate mechanical parts into the construction of functional mechanical devices. Students continue to develop skills in 3-D, CAD, Computer-Aided Manufacturing (CAM), robotics, hydraulics, pneumatics, and prototype development. As part of Mechanical Projects and Material Behavior, take part in a cooperative work experience during the school year and the summer either before or after your second year.

**Health Sciences - General Program Description**  
The Health Sciences Program is a two-year program that integrates classroom studies with clinical and practical application. Students are exposed to a wide variety of careers in healthcare. They will visit various medical facilities to get a first-hand look at the choices available to them. Guest speakers, classroom and online learning and skills training in a realistic lab setting provide multiple learning strategies for all students.

Students explore a wide variety of careers and visit various medical facilities to observe and understand the many choices available through this program of study. In the first year, students study medical terminology while analyzing and replicating the body systems. A wide variety of job shadow opportunities exposes students to multiple career options in healthcare. In Level II, students continue their studies to include the VT State Board of Nursing approved Licensed Nurse Assistant (LNA) program where they will become prepared to sit for the LNA exam. Students also participate in clinical rotation experiences in a variety of health care settings. Health Sciences students will focus on the development of workplace communication, organization and time management skills. Students in this program are also eligible for dual enrollment in college level courses.

Both levels of the Health Sciences Program focus on RVTC’s center-wide employability skills: DEPENDABILITY, ORGANIZATION, COMMUNICATION, PROBLEM-SOLVING, AND COLLABORATION. This, along with the program curriculum, prepares students for college entry or for entering the workplace after high school.

This program is a good choice for those students interested in one of the over 100 career pathways in the healthcare field. Many graduates have gone on to college in the fields of nursing, sports medicine, X-ray technologist, physical therapy, pharmacy and dental hygiene.

**Health Sciences I**  
3 elective credits  
Open to: Grades 11-12  
Prerequisite: Biology, Algebra I recommended  
Scheduled: Full year, Two hours per day  
Level One Health Sciences students will study a wide range of subjects. Students examine the history of healthcare, complementary and alternative modalities, and learn medical terminology, the language spoken by most in healthcare. Lessons will include the systems of the body as students begin learning about the diseases and disorders affecting each system utilizing a hands-on approach to learning. Students will be certified in Heartsaver CPR, AED and first aid. Level one provides opportunity for dual enrollment with River Valley Community College, an option that offers three (3) transferable college credits.

**Health Sciences II**  
2 elective credits & 1 embedded Science credit  
Open to: Grade 12  
Prerequisite: Grade of 80 or better in Health Careers I
Scheduled: Full year, Two hours per day
Health Sciences Level Two is a combination of classroom learning and onsite clinical rotations. Students will fulfill the Vermont Board of Nursing requirements necessary to allow students to sit for the Licensed Nurse Assistant (LNA) exam. Students will be certified in CPR for Healthcare Providers. Students are offered the opportunity for online college credits through a course in Nutrition. Level Two also provides the opportunity for clinical externships, work cooperatives and dual enrollment with Community College of Vermont, offering three (3) transferable college credits.

**Horticulture & Natural Resources - General Program Description**

This two-year program is for the student considering a career in landscaping, arboriculture, forestry, or greenhouse management. Students spend much of their time outside in our on-site nursery, greenhouse, and school landscapes. Students are also exposed to offsite work experiences on several community landscapes, woodlots, and fruit orchards, where they develop skills to get an immediate job. Students also have the opportunity to become a member of the FFA and develop their potential for premier leadership, personal growth, and career success.

Tree Care Service, Landscaping services, Forestry Careers, and Greenhouse management.

**Horticulture & Natural Resources I**
3 elective credits
Open to: Grades 11-12 (10 with permission)
Scheduled: Full year, 2 hours per day
Level One Horticulture and Natural Resources students spend the entire school year learning the skills needed to gain entry-level positions in numerous horticulture and natural resource businesses, ranging from nursery and greenhouse production to urban forestry to landscaping operations. Students are first introduced to skills on the thirty-acre land lab at the Center. 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**
2 elective credits & 1 embedded Science 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
Horticulture and Natural Resources Level Two students spend the entire year applying the skills learned in Level I to real-world situations. 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 conservation practices. 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 - General Program Description**

The Human Services program is designed to prepare individuals for employment in career pathways that relate to families and human needs such as early childhood development and elementary education, counseling and mental health services, family and community services, personal care, and consumer services.

In Human Services you will use your skills in communication and problem solving to provide support to families and individuals from working in early childhood education to providing mental health services for all ages. This diverse career cluster allows you to work in a variety of settings including schools, health care, respite care and community organizations. Students have the opportunity to apply concepts learned in the classroom and to begin work based learning experiences in our on-site child care center working with children ages 6 weeks to 6 years old. Students can then explore other related careers in their communities by partnering with industry professionals in various agencies and organizations.

If you like to work with people, you'll love Human Services. We have a creative, fun and educational curriculum that prepares students for work in the diverse world of human services. Employability skills are an important part of our program and are practiced throughout the two-year program. You can spend part of your class time “at work” with the young children in our attached child care center. You can of take a “baby” home with you. This may sound like fun and games, but we weave life lessons into your learning. You’ll see what it takes to be a teacher or counselor through observation and supervised, hands-on work.

**Human Services I**
3 elective credits
Open to: Grades 10-12
Scheduled: Full year, 2 hours per day
In the first year of this two-year program, you will learn about careers in human services and skills for the workplace, communication, teamwork & people skills, human development across the lifespan, working with children, families & the elderly, substance abuse, mental illness, healthy relationships, and much more! You can join SkillsUSA, a student leadership organization. With this, you will take part in activities that promote individual growth and professional and leadership development.

Human Services II
Early Childhood Education
2 elective credits & 1 embedded Social Studies 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
In the second year of the program, you will spend extensive time in the field working with professionals in your area of concentration. Learning opportunities will be focused in these areas as well.

Industrial Trades - General Program Description
This program offers diverse construction-based opportunities to obtain skills in Welding, Electrical, and Plumbing using an applied approach from the classroom to the lab. Skills such as wiring residential circuits, soldering copper pipes, cutting metal using oxy-fuel and plasma torches, and various welding applications are developed over a two-year period making career choices or post-secondary school choices numerous. If your interest lies in construction type trade areas and you would like some choices, this program provides opportunities to learn using hands-on experiences as well as the necessary employability skills needed. Certifications are available through the American Welding Society, NCCER and OSHA, along with having an articulation agreement with Advanced Welding Institute in Burlington.

Students are able to take the skills they learn and apply them to fabrication assignments, fabrication projects, and a functioning, full size bathroom while still in the classroom setting.

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 provides opportunities for students in three different trade areas. All students work with blueprints, learning how to sketch, read, and build from them. We emphasize workplace safety and practical application of skills in Electrical, Plumbing, and Welding. Welding units include Stick, MIG, TIG, Oxy-Acetylene, Plasma cutting and fabrication skills. Students will take their Electrical and Plumbing skills and build a functioning bathroom with electrical wiring circuits, ventilation, lighting, soldered copper piping, PEX piping. Installed fixtures are a sink, shower and toilet.

If you are interested or are considering a career as an electrician, plumber, welder, general property manager, physical plant manager, contractor, Industrial Trades is the ideal match for you. The class is limited to 16 students to provide plenty of hands-on lab projects and individual instruction to meet the individual needs of the students. At the end of the two-year program, you will have a heads-up to start your next step in a career or in pursuing further training in your chosen industry.

Industrial Trades II
2 elective credits & 1 embedded Math 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 will learn advanced plumbing and electric in the fields of renewable energy resources. Specific learning will explore solar electric, solar thermal, hydroelectric, and wind generation. During the second quarter, students will learn the fine art of interviewing, resume writing, cover letters and job/career searches. During the second semester, students will concentrate in one of the three areas in Industrial Trades. They will choose welding, electrical, or plumbing 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 - General Program Description**

The Advanced Manufacturing program stimulates students’ thinking, prepares them for the employment market, and provides students with valuable metalworking skills. Topics of study include: Blueprint Reading, Geometric Dimensioning and Tolerancing, Layout and Bench work, Precision Measurement, Technical Writing, Sketching, Hand Drafting, Computer Aided Drafting (CAD), Computer Numerical Control Machining, Precision Machining, Electricity, Hydraulics and Pneumatics, Robotics and Automation, Computer Aided Manufacturing (CAM), Metrology and Inspection, Fabrication and Assembly. Students of the Advanced Manufacturing Program will receive entry-level training through hands-on experiences that duplicate the operations utilized in industry. Students produce metal parts through milling, turning, drilling, and grinding operations. They also learn the layout process, setup and procedures necessary to operate lathes, grinders, and milling machines. By gaining experience with computer numerically controlled machines, CAD/CAM software, and putting this knowledge into practice through a cooperative education experience at a local machine shop, students become entry level ready. A very strong emphasis is placed on safety, quality, and working to trade standards/expectations.

**Advanced Manufacturing Program I**

3 elective credits
Open to: Grades 10-12, Sophomores (with interview)
Scheduled: Full year, 2 hours per day
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, this program was tailor-made for you. The program will stimulate your thinking, prepare you for life after high school, and provide you with marketable metalworking skills.

Advanced Manufacturing Level I will introduce you to machine tools, measuring instruments, and machining operations, and how they relate to the production of consumer goods. We’ll study the industrial models of both “job shops” and “production plants” and their relationship between engineering, design, production control, and manufacturing. Computer-Aided Manufacturing (CAM) and robotics will also be covered.

The first-year curriculum was designed to be preparing students for the nationally recognized NIMS credentialing exams in seven machining areas. In addition, we encourage students to build youth leadership skills by participating in our local and state chapters of SkillsUSA.

**Advanced Manufacturing Level II**

2 elective credits & 1 embedded Math 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
This final course in the cluster takes a closer look at the relationship between design, material selection, and manufacturing. Structural nature, materials testing, and a wider scope of fabrication techniques will be explored in-depth. We’ll also incorporate mechanical parts into the construction of functional mechanical devices. As a class project, students manufacture functional two and four-stroke, internal combustion engines.

Students continue to develop skills in 3-D, CAD, Computer-Aided Manufacturing (CAM), robotics, hydraulics, pneumatics, and prototype development. As part of Mechanical Projects and Material Behavior, take part in a cooperative work experience during the school year and the summer either before or after your second year. Round out your education in the annual University of Vermont engineering competition — Technology and Science Connection (TASC) — and SkillsUSA.
Information Technology - General Program Description

Information Technology at RVTC opens many doors for possible career paths or areas for further study. The recommended path in IT is Technology Essentials to be followed by Hands On Computer Systems. However, either program can be taken as a single year offering. If you love working on or with computers, this is the program for you! Earn college credit in high school. Gain industry-recognized credentials: CompTIA IT Fundamentals, CompTIA A+ and Adobe Certified Associate. Prepare for a broad range of career opportunities in Information Technology.

Technology Essentials
Photoshop, Website Development, Animation, Intro to Game Development
3 elective credits & 1 embedded Math 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
Technology Essentials is a class centered around a variety of computer programs. We begin with Industry standard programs Adobe Photoshop and Adobe Illustrator to manipulate images and vector graphics. Students can earn college credit through RVCC and take the Adobe Graphics course in addition to the Web Design course. Students build website pages with HTML and CSS using Adobe Dreamweaver and Notepad, then explore javascript and python programming. This class is creative and engaging and prepares students for graphic design, web design, or programming careers. Microcontrollers like Arduino, Raspberry Pi, Micro:bit and mBots allow students to interact and invent with technology.

Hands-On-Computer Systems
3 elective credits & 1 embedded Math 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
Students explore with hands-on learning in the lab as they develop an in-depth knowledge of computer components and operating systems. Students learn to build a complete computer system through a combination of a lab classroom and hands-on activities, ordering parts, assembling and configuring a computer, installing software, and troubleshooting both hardware and software problems. They discover best practices in maintenance, safety issues and take full responsibility for maintaining computer equipment in the classroom and lab. Students work primarily on Windows machines and get exposed to Macintosh and Linux systems too. Students compete in SkillsUSA at local, state and national levels. When they complete the program, they are prepared for a national certification exam, CompTIA’s IT Fundamentals, CompTIA’s A+ and may earn up to three college credits at the River Valley Community College.

Hands-On is an exciting look into the inner workings of the technology we use every day. It’s a chance to learn how to manage, repair, and even build computers from their separate components. We learn how to fix printers and manage networks, skills needed for businesses everywhere. Not only can students take their CompTIA IT Fundamentals certification exam, opening countless job opportunities, but we can also come to understand the technology seen everywhere in modern life.