

# FAIR HAVEN UNION MIDDLE & HIGH SCHOOL

2024 - 2025

## Program of Studies



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## **MISSION STATEMENT:**

We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of standards, and by challenging them to be productive members of our global society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.

**District Vision:** All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.

***Our Students*** are curious and creative learners who succeed through personal initiative and sustained effort to reach high academic goals. They are critical thinkers and learners who seek knowledge and possess technological competence and collaborative skills. Our students embrace diversity and culture, act responsibly, and contribute to our community.

***Our Educators*** believe in providing for the social, emotional, and academic needs of every child so that they feel connected, safe, and respected. They are committed to offering a challenging and engaging atmosphere in which all members of the school community can learn and grow.

***Our Families and Community*** are integral to the success of our students and schools. Families are active, engaged, and welcomed partners in their child's education. Our community is passionate about equitable educational outcomes for all students.

***Our Schools*** offer an enriched learning environment and a comprehensive system of support to address the needs of the whole child.

### **Fair Haven Union Middle and High School students will:**

Communicate effectively using verbal, written, artistic, and technical forms of communication.

Have the skills necessary to be successful in post-secondary education, the military, or employment.

Be able to develop, explain, and apply an organized process for problem-solving.

Demonstrate personal and social responsibility by contributing to a safe and well-disciplined academic environment.

### **Fair Haven Union Middle and High School will:**

Provide a safe and orderly environment conducive to learning.

Provide the resources, staff, and facility necessary for each student to achieve their individual potential.

Provide an integrated, diverse, and challenging curriculum that meets the changing needs of students.

Provide and adequately fund a wide variety of co-curricular/extracurricular activities that promote students' personal and social development.

Provide a variety of student services, which are based on the active, positive involvement of parents, faculty, administration, and community members.

## **FROM THE FHUMHS SCHOOL COUNSELING DEPARTMENT**

The Program of Studies for 2024-2025 is a valuable tool that should be used to initiate dialogue between students, parents/guardians, teachers, and school counselors. Course selection can support and prepare students for a wide range of post-secondary options. Students need to be active participants in their education and that begins with academic planning and course selection.

Each course listing contains a description of the course, and recommended prior coursework (if any). Students are encouraged to explore academic interests through the selection of a diverse course load. The Program of Studies also outlines the graduation requirements. Not all courses listed in this guide will be offered annually but final course offerings will strive to accommodate as many student selections as possible.

The process of course selection requires careful thought and consideration. It is imperative that students spend time reading the Program of Studies and talking with teachers, parents/guardians, and your school counselor.

Please note, requests do not guarantee the exact courses students will eventually be enrolled in. FHUMHS strives to ensure each student has a full and complete schedule and this **may** require students to enroll in classes beyond those they have requested. Students should ask to meet with their counselor to discuss courses needed to meet graduation requirements and appropriately address post-graduation options.

The School Counseling department looks forward to a successful academic year!

## GRADUATION REQUIREMENTS

**All students graduating in the class of 2020 and beyond must accumulate a minimum of 24 credits, maintain their Personalized Learning Plan, and demonstrate evidence of proficiency in the areas listed below.**

English Language Arts & Literacy **4**

Mathematics **3**

Science **3**

Global Citizenship **3** (must include U.S. History)

Physical Education **1.5**

Health Education **.5**

Arts: **1**

- Music
- Visual Arts

**\*\*Students will earn ¼ credit every year toward their 1.0 PLP credit. The first class to earn 1 PLP credit will be the class of 2021.**

Electives **7.0**

Note: To account for academic proficiency completion FHUMHS will continue to track credits.

### FULLY ENROLLED STUDENTS

**Beginning with the Class of 2022:** To be considered a full-time student at FHUMHS, students in grades 9-12 should be enrolled in traditional courses or other educational experiences (College courses, dual enrollment, flexible pathways, work-based learning, etc.) equivalent to **at least 6 credits** per school year. Special arrangements or exceptions may only be made with administrative approval.

### DETERMINATION OF CLASS STANDING

The following credits determine a student's class standing for the class of 2022 and beyond:

**Sophomore: 6 credits**

**Junior: 12 credits**

**Senior: 18 credits**

Class standing is based on credit standing at the beginning of the school year. Any summer courses must be completed and submitted prior to the start of the school year.

### COURSE LEVELS, CATEGORIES and WEIGHTS

Courses at Fair Haven Union Middle and High School are categorized by level of difficulty. The terms **ADVANCED**, **HONORS** and **GENERAL** also categorize courses. All weighted courses must have prior approval from the school board before they are offered.

- Advanced courses (6 weight) are courses that are the most challenging and require above-average ability for success.
- Certain courses may require teacher permission for appropriate level placement.
- Honors courses (5 weight) are courses that are more challenging in nature and require above-average ability for success.
- General courses (4 weight) are courses that meet diploma requirements and prepare students for post-secondary education.

Advanced ** (6 weight)	Honors * (5 weight)	General Courses (4 weight)
AP Biology AP Pre-Calculus (Dual Enrollment) AP Calculus AB (Dual Enrollment) AP English Literature & Composition AP Physics (Dual Enrollment) AP Psychology AP US History English Composition (Dual Enrollment) Honors French IV Honors French V Honors Spanish IV Honors Spanish V Honors Sociology Honors Western Civilizations	Advanced Arts Advanced Digital Arts & Graphic Communications Honors Algebra I Honors Algebra II Honors American Literature Honors Anatomy & Physiology Honors Biology Advanced Studies Honors Concert Band Honors Concert Choir Honors Chemistry Honors English 9 Honors English 10 Honors French III Honors Geology Honors Geometry Honors Modern US History Honors Pre-Calculus Honors Physical Science Honors Psychology Honors SAT/ACT Prep: Mathematics Honors Spanish III Honors US World Affairs Honors World Area Studies	All other courses

**(PROFICIENCY-BASED) GRADE POINT AVERAGE: WEIGHTED AND UNWEIGHTED** Fair Haven Union Middle and High School calculates a student's grade point average in two ways: weighted and unweighted.

- Weighted (Proficiency-Based) Grade Point Averages are determined by values assigned to courses designated as Advanced, Honors, or General. Advanced courses have a value of 1.1; Honors courses have a value of 1.05; and General courses have a value of 1. The student's final grade in a particular course is multiplied by the value of that course and the credit earned in that course. A full-year course earns one credit, a half-year course, one-half credit. Weighted GPA is the sum total, grade times the course value times the course credit, then divided by the number of credits the student has attempted. The resulting number is the student's weighted grade point average. (Grade X Weight X Credit, Divided By Credits Attempted).
- Unweighted Grade Point Average is determined in the above manner without the values given to the Honors, College Prep, General courses. (Grade X Credit, Divided By Credits Attempted).

Note: Courses that are graded "P" (pass) "F" (fail) are not included in the grade point calculation.

**PROFICIENCIES** - Listed below are the proficiencies that students at FHUMHS will engage with in each content area. Please note that some courses do not utilize each proficiency listed within that content area.

## English Language Arts

**#1 - Reading:** Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.

**#2 - Writing:** Produce clear and coherent writing for a range of tasks, purposes, and audiences.

**#3 - Speaking and Listening:** Prepare for and participate effectively in a range of conversations and collaborations (1:1, in groups and teacher/student-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**#4 - Language:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

## Mathematics

**#1 - Number & Quantity:** Reason, describe, and analyze quantitatively using units and number systems to solve problems.

**#2 - Algebra:** Create, interpret, use and analyze expressions, equations and inequalities.

**#3 - Functions:** Use functions including linear-quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts

**#4 - Geometry:** Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.

**#5 - Statistics & Probability:** Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

## Science

**#1 - Earth & Space Sciences:** Student understands and analyzes Earth's systems and the origins, interactions and relationships between and among the Earth, our solar system and the universe.

**#2 - Life Science:** Student understands and analyzes concepts of genetics, evolution, biodiversity, ecosystems, and molecular, structural, & cellular biology.

**#3 - Physical Science (Energy & Interactions and Properties of Matter):** Student understands the interactions among matter, forces, energy, and waves on macro and microscopic scales.

## Global Citizenship

**#1 - Inquiry (Applications of Social Studies Processes, Knowledge, and Skill):** Students will collaboratively and independently, research, present, and defend positions on societal issues, trends, and events by developing and modifying research questions and selecting, evaluating, and synthesizing information from multiple and varied resources. In addition, students will be expected to know about the concepts, facts, and tools of civics, economics, geography, history, and the social/behavioral sciences.

**#2 - History:** Students will apply and demonstrate knowledge of major eras, enduring themes, turning points, and historical influences to analyze the forces of change in the community, the state, the United States, and the world.

**#3 - Geography:** Students propose solutions to local and world issues by using geographic tools to analyze data and examine cultural information.

**#4 - Civics, Government and Society:** Students will apply understanding of ideals and purposes of founding documents, the principles and structures of constitutional government in the United States and American political system to analyze the interpersonal relationships among civic, government, and politics in the past and present.

**#5 - Economics:** Students make economic decisions through their understanding of the interaction between humans, the environment, government, and the economy.

**#6 - Social Sciences:** Students will apply their knowledge of human behavior, social life, social interaction, social change, and the consequences of human behavior to understand their lives and the lives of others.

## Arts: Music

**Create:** Students will apply the skills and language of music to demonstrate the ability to create music.

**Perform:** Students will apply the skills and standards learned to demonstrate in performance in a way that conveys meanings and communicates ideas of completed works.

**Respond:** Students will apply the skills and language learned to demonstrate the ability to respond to musical intent.

**Connect:** Students will apply the skills and demonstrate the ability to make connections within music and other disciplines.

## Physical Education

**#1 - Motor Skills:** Demonstrate proficiency in a variety of motor skills and movement patterns

**#2 - Knowledge:** Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

**#3 - Physical Fitness:** Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**#4 - Affective Qualities and Social Interaction:** Exhibit responsible personal and social behavior that respects and promotes the success of self and others.



## Arts: Visual Arts

**#1 - Create:** Students will conceive and develop new artistic ideas and work by generating, conceptualizing, organizing, developing, refining, and completing artistic work.

**#2 - Present:** Students will interpret and share artistic work by analyzing, interpreting, selecting, developing, refining, and conveying meaning through the presentation of artistic work

**#3 - Respond:** Students will understand and evaluate how the arts convey meaning by perceiving, analyzing, interpreting intent and meaning, and applying criteria to evaluate artwork.

**#4 - Connect:** Students will relate their artistic ideas and work with personal meaning and external context by synthesizing and relating knowledge and personal experiences to make art, and relating artistic ideas and works with societal, cultural and historical context to deepen understanding.

## Health Education

**#1 - Core Concepts:** Comprehend concepts related to health promotion and disease prevention to enhance health.

**#2 - Analyze Influences:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**#3 - Access Information:** Demonstrate the ability to access valid information and products and services to enhance health.

**#4 - Interpersonal Communication & Advocacy:** Demonstrate the ability to use interpersonal communication skills; to advocate for personal, family and community health to enhance health and avoid or reduce health risks.

**#5 - Decision-making & Goal Setting:** Demonstrate the ability to use decision-making skills and goal setting to enhance health.

**#6 - Self-management:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Family And Consumer Science

**#1 - Textiles, Fashion, and Apparel:** Students will integrate knowledge, skills, and practices required for careers in textiles and apparels.

**#2 - Human Development:** Students will analyze factors that influence human growth & development.

**#3 - Food Preparation:** Students will integrate knowledge, skills, and practices required for careers in food production and services.

**#4 - Nutrition and Wellness:** Students will demonstrate nutrition and wellness practices that enhance individual and family well-being.

## Personal Finance

**#1 - Apply:** Apply knowledge gained through individual assessments to develop a comprehensive goal and an individual career plan.

**#2 - Develop:** Develop and evaluate a spending/savings plan to meet short-term and long-term goals.

**#3 - Evaluate:** Evaluate services provided by financial deposit institutions

## Career Exploration/Work-Based Learning

**#1 - Develop:** Develop the knowledge to assess personal skills, abilities, aptitudes, strengths, and weaknesses as they relate to career exploration and development.

**#2 - Evaluate:** Evaluate personal qualities that affect success in the workplace and develop strategies for an effective transition from school to career through a career portfolio and pathway plan.

**#3 - Compare sources of personal income and compensation:** Students can analyze factors that affect gross and net income.

**#4 - Clear and Effective Communication:** Students demonstrate effective expressive and receptive communication, including: oral, written, multimedia, & performance appropriate for the workplace.

**#5 - Informed and Integrative Thinking:** Students apply knowledge from various disciplines and contexts to real life situations.

## Entrepreneurship

**#1 - Entrepreneurial Skills:** The Processes and Traits/Behaviors associated with entrepreneurial success.

**#2 - Business Function:** The business activities performed by entrepreneurs in managing the business.

## World Language

### Endorsement Levels 1, 2, 3, 4, 5

**#1 - Communication:** Students communicate orally and in writing in a non-native language.

**#2 - Culture:** Students understand and appreciate cultural similarities and differences.

**#3 - Connections:** Students use non-native language resources to access information.

**#4 - Compare:** Students understand the nature of language through comparison.

**#5 - Communities:** Students understand how knowing a non-native language can influence their lives.

## Library Information Literacy and Digital Technology

**#1 - Information Literacy:** Students will demonstrate critical thinking as they plan and conduct an inquiry-based research process using digital media, technology, and information literacy skills, to create products that express new understandings.

**#2 - Innovation:** Students will demonstrate innovative thinking as they develop products and processes using digital media and technology to express new understandings.

**#3 - Digital Citizenship:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

## Driver Education

**#1 - Responsible Driver:** Students will understand the social responsibilities of being a safe driver and how driver condition impacts their ability to operate a motor vehicle while following all applicable state laws.

**#2 - Vehicle Operation:** Students will be able to perform basic maneuvers that are necessary for the safe operation of a motor vehicle while keeping the car in balance.

## Transferable Skills

**#1 - Clear and Effective Communication:** Students demonstrate effective expressive and receptive communication, including: oral, written, multimedia, & performance.

**#2 - Self-Direction:** Students demonstrate initiative and responsibility for learning.

**#3 - Creative and Practical Problem Solving:** Students generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions if necessary.

**#4 - Responsible and Informed Citizenship:** Students participate in and contribute to the enhancement of community life.

**#5 - Informed and Integrative Thinking:** Students apply knowledge from various disciplines and contexts to real-life situations.

**Transferable Skill Distribution-**Teachers provide opportunities for students to practice Transferable Skills in as many of the following areas they would like, but those indicated below are **REQUIRED** to be facilitated at least 3 times in a course and content area.

<u>Skills</u>	SS	Eng	Math	Sci	Library/ Media	PE/Health/ FAC/DE	Arts	PLP
<b>Clear and Effective Communication</b>		<b>X</b>					<b>X</b>	<b>X</b>
<b>Self-Direction</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

<b>Creative and Practical Problem solving</b>			<b>X</b>	<b>X</b>				<b>X</b>
<b>Responsible and Informed Citizenship</b>						<b>X</b>		<b>X</b>
<b>Informed and Integrative Thinking</b>	<b>X</b>				<b>X</b>			<b>X</b>

Each student in grades 9-12 will participate in one and one-half years (**1 ½ Credits**) of physical education or the equivalent thereof. Furthermore, FHUMHS offers the opportunity for students to participate in at least 30 minutes of physical activity within or outside of the school day. Physical activity may include the use of the Wellness Center, gymnasium, and movement built into the curriculum, but does not replace physical education classes.

FHUMHS will provide appropriate learning opportunities to all students to support their attainment of the standards approved by the State Board of Education. As required in 16 V.S.A. §2902, where applicable, each student will be provided with the required additional assistance in order to succeed or be challenged in the general education environment.

FHUMHS will provide comprehensive health and physical education learning experiences, including the effects of tobacco, alcohol and drugs on the human system for all students in accordance with sections 16 V.S.A. §131 and §906(b)(3).

FHUMHS will ensure students are able to access academic and experiential learning opportunities that reflect their emerging abilities, interests and aspirations, as outlined in the students' Personalized Learning Plans  
 Note: In accordance with IDEA (Individuals with Disabilities Education Act), students identified with learning or physical disabilities will have an individual educational plan formulated to assist them in meeting the above graduation requirements.

**PLANNING A HIGH SCHOOL PROGRAM OF STUDIES**

When creating a student’s academic plan, consideration must be given to the student’s future educational and career plans as well as the requirements necessary to graduate from Fair Haven Union Middle and High School.

Colleges and universities, including two-year colleges, have different admission requirements depending on the selectivity of the school or the specific major or programs offered. Many occupations also have very specific entry-level skills required for employment. Students should consult with their counselor and keep these considerations in mind when making course selections.

**FLEXIBLE PATHWAYS AND PERSONALIZED LEARNING**

**A. Program Length**

Most students will satisfy graduation requirements during a four-year experience; however, students may fulfill the requirements for a diploma in a time period that is accelerated or lengthened, based on their individual needs. Beginning with the class of 2018 all students will have Personal Learning Plans with input from counselors, teachers and parent(s)/guardian(s).

## B. Flexible Pathways

All students will have access to multiple pathways to graduation. Beginning with the class of 2018 the student's Personal Learning Plan will detail how the student will demonstrate proficiency when their pathway is in lieu of core academic experiences. Flexible pathway experiences will be approved, assessed, and documented through the school.

### Pathway options may include, but are not limited to, the following:

- Traditional Classes
- Early College/Dual Enrollment Courses
- Career and Technical Education programming
- Online/Virtual Learning
- Alternative programming
- Internships & additional Fieldwork and/or Exchange Experiences
- Independent Study or Long-term Projects

### 1. Personal Learning Plans

In addition to the learning options offered by the school, students can work with advisors, school counselors, and teachers to identify alternative courses, programs, or student-designed learning experiences, including independent studies and long-term projects, that engage their personal interests and ambitions, align with one or more learning standards, and meet SVUUSD's graduation requirements.

To pursue a personalized learning pathway, including outside-of-school learning options, students must describe their learning experiences in a Personal Learning Plan, including how the experience satisfies both graduation requirements and expected cross-curricular and content-area standards.

Outside-of-school learning options may or may not be entirely aligned with specific classroom-based courses, but they must enable students to achieve some of FHUMHS's performance indicators taught in a comparable classroom-based course. Our ultimate goal is to offer interdisciplinary pathway experiences to enable students to achieve performance indicators through multiple content areas or classroom-based courses. The student's Personal Learning Plan will detail how the personalized pathway options will enable the student to achieve expected performance indicators, graduation standards, and graduation requirements.

**\*\*In grades 9-12, students will earn ¼ credit every year toward their 1.0 PLP credit required for graduation from Fair Haven Union Middle and High School.**

### 2. Approval, Certification, and Documentation

All learning options must be approved, reviewed, certified, and documented by administrators, teachers, and staff at FHUMHS. The [Pathways to Proficiency Proposal](#) must be completed in order to be considered for credit through flexible pathways. Administrators, counselors, and teachers will collaborate to certify that classroom-based learning experiences culminate in the demonstration of proficiency on the graduation standards and performance indicators detailed in a student's approved Personalized Learning Plan. Learning opportunities outlined in the flexible pathways will be evaluated and endorsed by a school-based committee composed of teachers, administrators, and counselors.

To satisfy SVUUSD graduation requirements, all learning options must:

- (1) be approved in advance by the school and
- (2) be of equal or higher rigor and quality as the school's academic courses.

If questions arise about the rigor, quality, or standards of a learning option, the Principal or designee will make the ultimate determination.

Students who complete an approved learning option will have the experience, and the resulting grade or performance level reported on the student's progress reports and official FHUMHS transcript.

### **3. Dual Enrollment and Early College**

Students enrolling in a college course through Dual Enrollment and using a voucher should expect to have the course appear on their high school transcript and calculated in their grade point average. Courses taken through Early College will also appear on the high school transcript and be calculated in their grade point average. To encourage students to utilize the Dual Enrollment vouchers, courses may be taken as “Pass/Fail.” Dual Enrollment students must make the request of “Pass/Fail” grades to their school counselor prior to the FHUMHS Drop/Add dates. “Pass/Fail” courses will be added to student transcripts, but will not count towards their overall GPA.

Early college students will **not** be able to utilize “Pass/Fail” grading. All courses will be recorded on their FHUMHS transcripts through a conversion, and will count toward their overall GPA.

Students interested in early college must meet with their counselors in order to ensure they are meeting the FHUMHS graduation requirements through their college courses, and to discuss important details of the early college system.

#### **Transfer Students**

Like traditionally matriculated students, transfer students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal and SVUUSD graduation requirements. For students who transfer to Fair Haven Union Middle and High School from another state, country, school, program, or home-schooling situation, including educational programs that are not aligned with SVUUSD’s cross-curricular and content-area graduation proficiencies, the Principal shall evaluate the value of the student’s prior educational experiences and determine to what degree the student has met the school’s graduation requirements. When this evaluation is completed, SVUUSD school counseling staff will create a transcript and academic record within the school data systems and use this translation to identify the courses and proficiencies the student must have to meet the proficiency-based graduation requirements. The Superintendent will ultimately determine whether these students are eligible to receive a diploma.

#### **Home-Schooled Students**

For home-schooled students wishing to receive a diploma from Fair Haven Union Middle and High School, the Principal shall evaluate the value of the student’s prior educational experiences and determine to what degree the student has met the school’s graduation requirements. After enrolling in Fair Haven Union Middle and High School, these students will need to satisfy all assessment, proficiency, and graduation requirements in the appropriate subject areas, as determined by the Principal.

#### **Students Receiving Special Education Services**

Students who successfully meet Fair Haven Union Middle and High School’s cross-curricular and content-area graduation standards will be awarded diplomas. For some eligible students on an Individual Education Plan, an alternative credit accrual plan may be developed by the IEP team and approved by the superintendent to meet the graduation requirements.

#### **Academic Recognition**

Fair Haven Union Middle and High School uses proficiency-based scoring to award academic recognition and distinction. At the end of each semester (January and June) academic progress will be calculated as a final grade. FHUMHS will report academic progress for all eligible students on **The Principal’s List** if they have a 3.0 or higher in all courses (**proficiencies averaged together**) **with no incomplete grades, and are fully enrolled.**

Latin honors, based on proficiency-based scoring, will be used to award academic recognition and distinction for graduation. Using a system familiar to prospective colleges and universities, FHUMHS does not rank order students based on relative performance, but awards Latin honors based on individual achievement as measured against consistently applied learning standards. **FHUMHS will employ a consistent system of scoring, and aggregating proficiency that will produce a rolling and cumulative Proficiency-Based Scoring Average for each student.** The Proficiency-Based Grade Point Average (GPA) will be reported on the official FHUMHS transcript and will be used to determine Latin honors in accordance with the following categories:

**The categories of academic distinction are as follows:**

*Summa Cum Laude* (with highest honors): a minimum Proficiency-Based Scoring Average of 3.75

*Magna Cum Laude* (with great honors): a minimum Proficiency-Based Scoring Average of 3.50

*Cum Laude* (with honors): a minimum Proficiency-Based Scoring Average of 3.25

**Eligibility for Extracurricular Activities**

In order to participate in a district athletic program/team, the Vermont Principals' Association standards apply:

1. The student must be enrolled in high school, but not beyond the eighth semester of high school. The consequence of non-compliance will be immediate suspension from the team.
2. The student must meet the prescribed competitive eligibility standards of the Vermont Principals' Association. (Amateur standing and age limitation.) The consequence for non-compliance could mean immediate removal from the team and loss of eligibility for any other team.

**Attendance**

In order for students to be eligible to participate daily in interscholastic events, they must be present the entire day. Therefore, students are not eligible to participate if they cut classes, arrive at school late due to sickness or leave school early due to sickness. Students will be eligible to participate if they miss part of the school day due to a medical appointment.

**Code of Conduct**

If a student chooses to participate in interscholastic athletics, they agree to meet the following Standards of the Code of Conduct. This will begin with the team's first practice and end with its last practice or contest. Failing to engage in good school conduct will result in co-curricular consequences. This may include, but not be limited to, immediate suspension or expulsion from the team.

**Academic Standard**

The Activities Director and administration will address significant academic concerns with the support of the student's teachers, parents/guardians, and coaches. Learning is the priority for all of our students and is the focal point in all school-related activities, including athletics. When a student does not meet the academic standard, they may be suspended from participating in interscholastic events, particularly any potential missed class time due to early dismissal. Led by the Activities Director, the student-athletes support team will determine when a student may be reinstated based on improved academic progress, taking into account the reasonable time needed for a teacher to assess the student athlete's progress. More specifically:

- The Activities Director will check progress midway through each semester for all "in-season" students.
- **A student must be fully enrolled and not have an average proficiency score, in Transferable Skills and Academic Proficiencies, below a 2.5 in more than one course/Transferable Skill to be eligible for co-curriculars at Fair Haven Union Middle and High School.**
- Ineligible students may remain eligible for practice only, if they attend the Academic Success Program. It is required that a student attend the Academic Success Program for 45 minutes per day for a minimum of 10 school days to remain eligible for practice. **Ineligible students will be able to fully participate in**

**extracurricular activities once they have a minimum average proficiency score of 2.5 in each class.**

Ineligible students may not travel, dress (wear any part of a uniform), sit with or assist the team/club during any game or performance.

- If an ineligible student elects not to participate in the Academic Success Program they may request a review of their eligibility status at the mid-point of the semester. These dates will be determined by the administration. Students who have a minimum average proficiency score of 2.5 in each subject at that time will be eligible for full participation in activities once eligibility has been verified.
- Please note that eligibility for fall sports and activities is based on the second semester of the previous school year.

## **SCHEDULE CORRECTIONS**

In the spring course request process, students are expected to make careful choices with the courses they select. Their choices determine the school's master schedule, which then impacts the utilization of facilities and personnel.

Once schedules are released for the new school year, the first two weeks of each term provides an opportunity for schedule corrections to be completed. Schedule corrections will be made if:

- Students have already successfully earned credit in a class
- Students have an open/blank class period in their schedule
- Students were placed in the incorrect level of a class (ex. Honors Geometry instead of Geometry)

Schedule corrections for year-long courses will only be considered at the beginning of the school year. Schedule corrections for semester-long classes will be considered in the first-two weeks of the term the course is offered in.

Schedule corrections will not be made for teacher preference. Additionally, FHUMHS supports a well-rounded educational experience for all students, therefore, there may be courses in a student's final schedule that were not initially on a student's list of requests.

Students who have schedule corrections within the first two weeks of a course will not have the name of the course entered on their transcript and no penalty will be attached to this change. However, withdrawing from a course after the first two-week period will be reflected on the transcript. A grade of "W" (Withdraw) or "WF" (Withdraw/Failing) will be added to a student's transcript based on the student's standing in the class at the time of any schedule adjustments. A teacher may request a student be withdrawn from a class before the end of the first ten-week grading period without penalty with administration approval.



## FHUMHS TESTING

Fair Haven Union Middle and High School believes that standardized testing can be a useful tool to examine student performance; skill mastery; and post-secondary exploration. \*Students taking standardized tests will attend a results meeting with school counselors to review performance and interpret results. Any questions regarding testing or result interpretation should be directed to the Guidance department. Students will engage in standardized testing over the course of their high school careers.

Test	Grade(s)	Timeframe	Notes
Renaissance Star 360 (system of assessments which informs data-based decisions and supports instructional frameworks)	7 & 8	Fall, Winter, Spring	Required
Vermont Science Assessment (VTSA) Exam	8	Spring	Required
Cognia	7 & 8	Spring	Required
ACT	11, 12	Fall and Spring	College Entrance Exam – Optional
Advanced Placement (AP)	11, 12	Spring	Optional
Armed Services Vocational Aptitude Battery (ASVAB)*	10, 11, 12	Fall at FHUMHS or with Recruiter	Optional
Vermont Science Assessment (VTSA) Exam	11	Spring	Required
Renaissance Star 360 (system of assessments which informs data-based decisions and supports instructional frameworks)	9	Fall	Required
Preliminary SAT / National Merit Scholarship Qualifying Test (PSAT/NMSQT)*	10, 11	Fall	Grade 11 – Optional; Grade 10 – Optional
SAT	11, 12	Fall and Spring	College Entrance Exam – Optional
Cognia	9	Spring	Required

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# Middle School - Grade 7 Core

## English 7

Students in 7th grade ELA focus on writing effective, well-organized, multi-source essays while reading fiction and nonfiction texts. Each text revolves around the challenges an individual may face and explores how experiences impact their perspective. We also examine the components of effective narrative writing as we incorporate real-world issues into genre specific styles. Throughout the year, students will also show increased proficiency in recognizing and expanding complete sentences, learning new vocabulary words, and mastering a number of grammatical concepts.

## Math 7

In 7th grade math we cover a number of topics. Starting with integers and understanding the number line, we then move into rational numbers such as decimals and fractions. Once we have a solid understanding of fractions and what they represent, we expand on this concept into proportions, variations and percentages. In terms of Geometry, we cover surface area and volume, as well as similarity and transformations on the coordinate plane. Our last unit is data analysis, where students learn to use stem and leaf plots, histograms, and circle graphs.

## Social Studies 7

Students will be introduced to social studies as a distinct and unique discipline of knowledge. They will come to understand that the subject is made up of many different and interrelated specialized fields such as: history, economics, geography and civics. Throughout the year students will not only learn social studies content, but they will have the opportunity to act as social scientists by analyzing primary and secondary sources. Students will conduct a personal inquiry utilizing a local lens to build a framework that will be built upon during the rest of the school year during our travels through time and around the globe as we follow the journey of humans and civilizations. With a concentration in Geography of the Eastern and Western Hemisphere.

## Science 7

Much of the science for grade 7 is tied to Ecology. We identify the factors that define a given biome. Students examine the types of relationships between organisms within specific biomes. Within the greater ecology unit we analyze the forces on Earth that determine why resources like fresh water and lithium are distributed unevenly. Following the Ecology unit, we study three ways that thermal energy is transferred. Students will participate in a competition to determine the most effective means of insulation. In addition to these content themes, students practice using evidence to support a claim on a regular basis when writing about experiments. We also discuss and practice using engineering methods to solve problems in the classroom.

# Middle School - Grade 8 Core

## English 8

English 8 introduces students to a study of a number of genres of literature, including poetry, the novel, the short story, and a Shakespeare drama. This course incorporates appropriate lessons and activities that build upon students' growing skills in reading, writing, vocabulary, grammar, speaking and listening. Reading and writing experiences reflect themes such as how different settings affect characters and perceptions as well as how historical context impacts the purpose and audience in a work of literature. Instructors reinforce organizational skills, utilize graphic organizers to assist with the writing process, and employ scaffolding of higher-order thinking through reading and writing assignments.

## Math 8

This year-long course will provide students with the necessary skills to build a foundation for algebra. Concepts include algebraic expressions; exponents; roots; linear equations; Pythagorean Theorem; scientific notation; systems of equations; functions; transformations; similarity; geometry; and basic statistics. The students will work on problem-solving, reasoning, justifying, estimating, and making connections between math and everyday real-life applications.

## Algebra I

The primary purpose of this course is the development of a foundation in algebra to prepare for further mathematics courses. It is also designed to provide the students with the necessary algebraic techniques to solve practical problems. It is intended for more independent students who are confident in their skills with fractions, decimals and proportional reasoning. Various topics covered include the development of the language and structure of algebra, the real number system, a study of linear functions and inequalities, operations with algebraic expressions, factoring, polynomials, radicals, and an introduction to quadratic and exponential functions. **The Administrative Team will review specific student criteria to determine eligibility for Algebra I.**

## Social Studies 8

This course is a contemporary look at Global Citizenship. Our focus in this course is to understand what happens when cultures come into contact. We will take an in-depth look at some of the major themes that are prevalent from the development of civilizations to the age of exploration. We will explore places and times like Mesopotamia, Ancient Egypt, the Indus River Valley and Ancient China, Ancient Egypt, Ancient Rome and Ancient Greece. Then we will traverse to the Western Hemisphere to learn about the ancient and present day indigenous cultures of North and South America. During our time together, you can expect to participate in large group discussions, individual and group projects, debates, readings, and presentations.

## Science 8

8th grade science covers a broad variety of topics. We begin our universal adventure with self identity, exploring the science of Genetics and Heredity. From there we segue nicely into the theory of Evolution and the mountain of evidence we use to support this theory. We then begin to dive deep into the the world of the quantum by studying the atomic theory and the world of atoms and subatomic particles. From there we blast off into to space, transitioning from the micro to the macro. We explore our solar system, with an emphasis on the sun, moon, earth system. Finally we reach our final topic, energy and waves.

# Middle School - Specials

## Art

In middle school art class, students will have the opportunity to try a wide variety of materials, including drawing, painting, printmaking, and sculpture. There will be an emphasis on creativity, art skill-building, problem-solving in artwork, and creating art that has personal meaning. This course will provide students with a foundation of art vocabulary terms and techniques in a wide range of mediums, preparing them for an easy transition into high school art courses.

## Introduction to Digital Arts

This is an introductory course where students will explore digital and graphic arts communications through the understanding of the basic elements and principles of art, design and layout. Students will get hands-on training and acquire foundational design skills through the use of Adobe Illustrator (7th grade) and Adobe Photoshop (8th grade).

## Health

Health Education provides students with knowledge, attitudes, and skills to make health-promoting decisions. The classes address the physical, mental, emotional, social, and spiritual dimensions of health. Good Health is not a one-time decision but a series of decisions continuing throughout our lives.

Students will develop high level comprehension and understanding in the areas of Social Emotional Health, Goal Setting, Drugs, Disease, Nutrition, and Sexual Health.

The Health curriculum is in place to meet the National Health Education Standards. Health Education is crucial to enhance the overall health and well-being of individuals and their respective communities. Health will provide students with knowledge, attitudes, and skills to make healthy decisions for life-long health and wellness.

## Physical Education

Middle School Physical Education is a course specific for students in the 7th and 8th grades. This course is designed to build on previously acquired knowledge, skills, and experiences to continue improvement and maintenance of a physically active lifestyle. The course content provides a variety of movement opportunities and experiences which include, but is not limited to: Team Building, Individual/Lifetime Sports, Fitness Activities, and Traditional Team Sports. The integration of fitness concepts throughout the year is also emphasized to continue in the development and promotion of a healthy and physically active lifestyle.

## General Music

As part of our rotation of specials here at FHU, students will get to take a General Music class. In this class, we will explore all different aspects of music, including different genres, careers, performance types, where we hear music, and creating music of our own. Units may include: Meaning of Music, History of Modern Music, Film Music, Song Writing, Music Around the World, Video Game Music, Careers in Music and Instrument Exploration. From students' favorite music they listen to everyday to music in movies and cultural music from around the world, students will have a broad range of activities to suit their musical interests.

## **Concert Band**

The FHU Middle School concert band is the next step for students who start learning an instrument in their respective elementary schools. As a step up from Beginning Band but a prerequisite for High School Concert Band, students will learn the necessary skills to enhance their music reading and performance abilities. Concepts studied in Middle School Concert Band include; new scales and notes, rhythms like eighth notes, dotted quarter notes, sixteenth notes, and syncopation, new time signatures like 6/8 and 2/2, expression markings involving articulations, dynamics, and phrasing, and new genres of music and their history. Students will have the opportunity to perform in 2 different concerts; a Winter Concert and Pops Concert. Other performance opportunities include auditioning for district band, marching band, and jazz band.

## **Chorus**

Middle school Chorus is a non-audition vocal ensemble in which students focus on the fundamentals of vocal technique, the beginnings of music theory, the learning and performance of a diverse repertoire of music, and public performance. Students are encouraged to audition for the Green Mountain Music District V Festival. Festival information and repertoire will be discussed and taught during class time.

## **Design I—7th Grade;**

## **Design II—8th Grade**

The Design class provides 7th & 8th graders with a fully-functional Innovation S.T.E.A.M. Laboratory where students engage in the design process through a series of hands-on, student-centered S.T.E.A.M activities, such as: videography, 3D-printing, laser-cutting, robotics & coding, vinyl-cutting, and woodworking. 7th grade students will be introduced to the design process and rotate through various modules. 8th grade students will focus on 1-2 units of interest and complete a capstone project.

## **Digital Media I - 7th Grade**

The grade 7 Digital Media class is designed to introduce students to computer science concepts, including the problem-solving process, the IOSP model, web development, and game animation coding. This class will also feature media literacy concepts, including ethically using and sharing information, determining the accuracy of information, and sharing products with an internet audience.

## **World Language**

World Language is designed to introduce students to both Spanish and French. Students should expect to build communication and comprehension skills within the areas of listening, speaking, reading and writing. In addition, we will explore the cultural aspects of many Spanish and French speaking countries. At the end of the year, students will have the opportunity to choose the language that they want to continue learning in high school.

## **WINN (What I Need Now)**

WINN is a middle school class designed to build student executive functioning, monitor academic and behavioral progress, and highlight college and career preparedness. The course blends skill development alongside current content being learned in the students' core classes.

# **Learning and Engagement in an Alternative Place (LEAP)**

SVUUVT is offering a new program for students at Fair Haven Union Middle and High School. The Learning and Engagement Alternative Place (LEAP) strives to support students in grades seven through nine who demonstrate academic, social, emotional or behavioral challenges that may limit participation in the typical classroom setting. LEAP classes are instructed by a special education teacher with support from instructional assistants. Related service providers, including roles such as Speech and Language Pathologist, Board Certified Behavioral Analyst (BCBA), Occupational Therapist, Physical Therapist, and/or School Based Clinician are included in accordance with the individual student plans (IEP/504).

Students from seventh through ninth grade may be assigned to courses in LEAP at Fair Haven Union Middle and High School through the IEP/504 team process. The LEAP Program Director/Director of Special Services shall be included in the team meeting of any student who is being considered for placement who demonstrates the need for an intensive level of instructional support. The team must demonstrate through a collection and review of student data that less intensive interventions, supports and accommodations have been employed with fidelity over a period of time and despite these documented interventions, the student is not making progress in the current placement. The determinations shall be documented in the decision-making process of the team and endorsed by the Program Director prior to the student's start date in any coursework within ACES.

## **High School - Annex**

The FHUMHS Annex, located on the FHUMHS main campus, is a flexible instructional pathway in a supportive environment offered to all students at Fair Haven Union Middle and High School.

The mission of the Annex is to facilitate individualized, experiential, cross-curricular, and community-based learning opportunities in order to provide academic and personal success for all students.

The purpose of the Annex is to support FHUMHS students both inside and outside of the traditional classroom and to assist any student who wishes to incorporate personalized, experiential learning into their educational experience. Students may choose to join the Annex full-time or part-time, depending upon their needs.

The "Annex Experience" may include a blend of traditional FHUMHS courses, online course work, proficiency-based projects, work-based learning, community-based learning, concurrent college enrollment, credit recovery, etc.

Students and their parents/guardians will design an educational program with the Annex program teacher, the Annex's school-based clinician, FHUMHS teachers, school counselors, and administration that will fulfill proficiency-based graduation requirements. The Annex program is dependent upon student participation in cross-curricular and project-based learning opportunities. Project-based learning will encompass a student's particular interests and provide a focused, meaningful learning opportunity.

Credit-recovery, remote learning, early graduation, and multi-year plans are possible through the Annex; and partial credit can also be awarded when students complete 25%, 50%, or 75% of a curriculum.

### **Annex Mindfulness 1-4**

**½ Health credit**

Students in the FHUMHS Alternative Education Program can explore mindfulness techniques by completing cross-curricular health projects to demonstrate proficiency in the SHAPE standards for health. Students must meet weekly with a clinician, submit weekly goals, and turn in 20 related health assignments that include goal-setting, healthy relationships, sexual health, nutrition, ATOD & addiction. Learning opportunities may include: TedEd, PBIS trips, journaling, etc. This team-taught class can be taken **each semester for .25 credit** and can be used to fulfill the health requirement for graduation.

### **Annex P.E. 1-4**

**1 P.E. credit**

Students in the FHUMHS Alternative Education Program can explore various individual and small-group fitness activities by participating in weekly opportunities to demonstrate proficiency in the SHAPE standards for physical education. Students must engage in weekly fitness activities and develop a personal fitness plan. Learning opportunities may include: PBIS trips, swimming, rock-climbing, bicycling, hiking, team sports, snowshoeing, ropes course, golf, bowling, e-sports, yoga, etc. This team-taught class can be taken **each semester for .5 credit** and can be used to fulfill the P.E. requirement for graduation.

### **Annex English 1-4**

**1 English credit**

Students in the FHUMHS Alternative Education Program will be introduced to a minimum of four works of literature tied to real-world challenges and issues. Through the reading and teacher-led instruction, students can build reading, writing, speaking, and listening skills to demonstrate proficiency in Common Core ELA standards. Students must satisfactorily complete a total of 40 assignments to be eligible for full credit. In addition to assignments tied to reading, students will have the opportunity to work on topics reflective of timely events (i.e. National Poetry Month, Black History Month, Banned Books Week, etc.). This class can be taken each semester for .5 credits that can be used to fulfill the English requirements for graduation.

### **Annex Social Studies 1-4**

**1 Social Studies credit**

Students in the FHUMHS Alternative Education Program can explore psychology, geography, history, civics, and economics by completing cross-curricular independent social studies projects to demonstrate proficiency in C3 standards. Learning opportunities may include: 3-D Vermont, C-SPAN Student Cam, Edgenuity, Khan Academy, iCivics, CNN10, Actively Learn, TedEd, C-SPAN in the Classroom, etc. This team-taught class can be taken **each semester for .5 credit** and can be used to fulfill the social studies requirements for graduation.

### **Annex Math 1-4**

**1 Math credit**

Students in the FHUMHS Alternative Education Program can explore personal finance, business math, measurements, algebra, geometry, & statistics by completing cross-curricular independent STEM projects to demonstrate proficiency in Common Core math standards. Learning opportunities may include: hands-on engineering projects, cooking projects, Edgenuity, and Khan Academy. This class can be taken **each semester for .5 credit** and can be used to fulfill the math and personal finance requirements for graduation.

### **Annex Science 1-4**

**1 Science credit**

Students in the FHUMHS Alternative Education Program can explore earth & space science, life science, physical science, horticulture, and nutrition & wellness by completing cross-curricular independent STEM projects to demonstrate proficiency in NGSS standards. Learning opportunities may include hands-on horticultural, engineering, and cooking projects. Online assignments may include: Edgenuity, Khan Academy, Actively Learn, TedEd, etc. This class can be taken **each semester for .5 credit** and can be used to fulfill the science requirements for graduation.



## Annex Career Explorations 1-4

½ Elective credit

Students in the FHUMHS Alternative Education Program can explore career options and build skills in workplace readiness, interpersonal communication, and personal finance by completing cross-curricular independent projects to demonstrate proficiency in work-based learning, technical reading & writing, speaking & listening, and personal finance proficiencies. Students may **either** satisfactorily complete a total of 82.5 volunteer, job shadow, and/or work hours **or** 20 related assignments to be eligible for credit. This team-taught class can be taken **each semester for .25 credit** and can be used to fulfill elective requirements for graduation.

## Driver Education

### Driver Education

½ Credit (Elective)

Students are required by the State of Vermont to have had 30 content-specific hours of classroom instruction, 6 hours of behind-the-wheel instruction, and 6 hours of observations in the vehicle to successfully complete Driver Education. A parent/guardian is required to provide an additional 40 hours of home practice driving with 10 of those hours taking place at night. Students who do not fulfill state requirements will not be made eligible to be tested for their Junior Driver's License by the Department of Motor Vehicles. Classroom instruction includes units on Our Highway Transportation System, Vehicle Capabilities and Limitations, Safety Systems, Driver Competencies and Limitations, Impairments to Driver Abilities, Traffic Laws and Right of Way, Basic Auto Maintenance, and Interaction with Other Highway Users. Behind-the-wheel instruction includes units on Car Control Habits and Skills, Basic Maneuvers, Proper Steering, Perception of Traffic Situations, Positioning and Timing, Reference Points, and Parking Situations. Seniors, juniors, sophomores, in that order, will have a preference in registration for this course. Note: The State Education Department and the Department of Motor Vehicles require 30 hours in the classroom and more than three classroom absences in a semester may result in a student not meeting the State requirements for licensure.

**Prerequisite: Students must have a valid VT State Permit card (can take up to 90 days to obtain) *before* the first classroom session.**

## High School - English

\*5-weight \*\*6-weight

### Foundations of English

1 Credit

This course is designed to improve fundamental academic skills in reading, writing, and critical thinking. class instruction emphasizes the development of sentence and paragraph writing skills, reading comprehension strategies, sentence structure, grammar and punctuation, and vocabulary. **Acceptance will be determined by the Assistant Principal of Special Services.**

### Concepts in Reading and Language (Wilson Reading)

1 Credit

Wilson Reading provides students with the foundational and language skills that are necessary to access grade-level text. Wilson Reading builds literacy skills by teaching students phonics skills and how to apply them, word analysis, the ability to read with accuracy and fluency to support comprehension and allows students to demonstrate a command of the standard conventions of standard English capitalization, punctuation and spelling when writing. **Acceptance will be determined by the Assistant Principal of Special Services.**

## **English 9**

**1 Credit**

English 9 introduces students to a study of a number of genres of literature, including poetry, folk tales, pieces from epic tales, the novel, the short story, and a Shakespeare drama. This course incorporates appropriate lessons and activities that build upon students' growing skills in reading, writing, listening, and speaking. Reading and writing experiences reflect students' expressed and identified needs. Instructors reinforce study skills and employ scaffolding of higher-order thinking through reading and writing in a variety of contexts for specific purposes and audiences.

## **Honors English 9\***

**1 Credit**

Honors English 9 is a reading and writing intensive course designed to challenge students both in and out of the classroom. Students who elect to take this course should be insightful readers and independent thinkers and writers. This course introduces students to a close study of several literary genres including the epic, the novel, the short story, drama, and poetry. Each unit of work incorporates appropriate lessons that reinforce students' already excellent reading, writing, listening, and speaking skills. Students are expected to analyze a variety of texts and write well-crafted responses to literature. Higher order thinking skills and analytical approaches are emphasized. **The Administrative Team will review specific student criteria to determine eligibility for Honors English 9.**

## **English 10**

**1 Credit**

English 10 refines ninth-grade skills by further study of major genres of literature including the novel, the short story, nonfiction, a Shakespeare drama, and poetry. Each unit of work incorporates appropriate lessons that build upon students' prior knowledge while extending students' skills in reading, writing, listening, and speaking. Classroom time is devoted to discussion and development of reading and writing responses. Students are expected to use writing to learn as well as craft critical analysis essays and an extended research paper through a directed progression of writing process instruction.

## **Honors English 10 \***

**1 Credit**

Honors English 10 is a reading and writing-intensive course designed to challenge students both in and out of the classroom. This course refines ninth-grade skills by further study of the major genres of literature including the novel, short story, drama, nonfiction, and poetry. Classroom time is devoted to extensive and thoughtful discussion as well as reading and writing responses. Students are expected to use writing to learn as well as craft critical analysis essays and an extended research paper. Students read and discuss informational texts in the context of longer research projects. **Recommended Prior Coursework: Successful completion of English 9 with a grade of 3 or above.**

## **English as a Second Language**

**1 Credit**

English as a Second Language is for the student with a non-English language background. Placement is by the ELL Team only. The ELL team uses formal assessment to determine each student's level of proficiency, individual skills, and needs. In turn, this course addresses the individual's needs in reading, listening, speaking, and writing related to increasing English skills, as well as support in content area classes. Assignments: Lessons involve reading, writing, listening, speaking, studying strategies, and cultural awareness.

**Prerequisite: ELL team recommendation**

## **Direct Instruction Language Arts**

**1 Credit**

Students whose Individual Education Plan (IEP), 504, direct instruction in written language and/or reading will receive direct instruction from special education. Credit determination for direct instruction will be specified

within the student's plan. Assignments: Lessons involve reading, writing, listening, speaking, and studying strategies. Active participation is required.

**Junior and Senior Choices:**

*Students who have successfully completed freshman and sophomore English requirements may choose from the following Junior/Senior electives.*

**YEAR-LONG COURSES**

**AP English Literature and Composition\*\***

**1 Credit**

This course resembles the freshman English courses taught in many colleges. The content offers three main strands running concurrently:

- 1.) Language Study: This component introduces a scientific study of the ways language works;
- 2.) Writing: This component stresses an analytical form of writing that will serve the student well on the AP exam and in college classes with an emphasis to be given also to grammar, punctuation, and spelling.
- 3.) Literature: This component covers college literature texts in the areas of the short story, poetry, drama, the novel, and nonfiction. Preparation for the AP exam is also given. Students are expected to take the AP exam in May, possibly earning up to three college credits. This course is intended primarily for juniors who are contemplating Early College or Dual Enrollment courses during their senior year.

**English Composition (Dual Enrollment)\*\***

**1 Credit**

In this course, students strengthen their writing skills by learning how to express their ideas and experiences in logical, convincing, and meaningful ways; students explore new ideas pertaining to their writing utilizing research from credible sources of information, specifically academic databases. The course reinforces the logic and critical-thinking skills that accompany good writing: emphasis is placed on word choice, usage, and writing mechanics. The course provides continued and advanced instruction in writing with an emphasis on college writing preparation. **This is a Dual Enrollment Course through Vermont State Colleges intended primarily for seniors who plan to attend a college or university after high school graduation.**

**Honors American Literature \***

**1 Credit**

American Literature Honors provides an overview of American Literature from pre-colonial/colonial writings to mid-20th century writings. We examine the major periods/movements of American literature and how they are related to one another. Furthermore, we examine the development of what it means to be an American and the American Dream as examined throughout our literary history.

**Voice and Vision**

**1 Credit**

A fundamental goal of Voice and Vision is for students to achieve the highest degree of literacy of which they are capable. An essential belief is that students should be active learners using reading, writing, listening, speaking, and solving communication problems of many kinds. Texts for Voice and Vision include such traditional forms as essays, short stories, poetry, novels, and a play by Shakespeare; however, students will also study media forms such as film and television. Students will learn to appreciate the many voices, including their own, which inform modern and contemporary culture.

**SEMESTER LONG COURSES** *\*\*Important Note\*\* Students who are presented with their choices in English electives should be aware that they are divided into two categories to cater to two specific student-types. If you are the kind of student who likes to pursue your own questions and ideas and learn how to articulate those in writing and speaking, Creative Writing and Nonfiction Inquiry are for you. On the other hand, if you are the kind of student who prefers a class where you are exposed to texts and ideas around a very specific topic with pre-set questions to be explored in depth through rigorous discussion*

and analysis, then *Horror: short Story, Drama, and Film, American Short Fiction and Drama, and Truth, Justice, and Conflict* are for you.

### **Film Studies**

**½ Credit**

This class is an examination of the various genres and filmmaking techniques. We will view films as another form of media (literature, nonfiction, etc.) equally worthy of being studied and examined as one would with any other art form.

### **Horror: Short Story, Drama, and Film**

**½ Credit**

This is a semester-long course featuring selections from Stephen King, Joe Hill (Stephen King's son, most notoriously known for his horror fiction comic series, *Locke & Key*), and other contemporary authors. Students will read and discuss representative classic and modern short stories, dramas (*Frankenstein, Dracula, and/or Dr. Jekyll and Mr. Hyde*), and film(s). In addition to the reading, students should expect to write various types of essays, perform (and/or create) scenes in class, practice specific reading skills and acquire text-specific vocabulary. Ultimately, students will write their own horror story using the knowledge they've gained from the archetypes of horror fiction and potentially create a film trailer.

### **Creative Writing**

**½ Credit**

This is a semester-long course that combines two previously disparate classes (Creative Writing and Poetry). This course is designed as an outlet for student creativity. The goal is to provide opportunity, guidance, and feedback for student writers. The class will present a number of genres, styles, and activities to provide students with a wide range of inspiration for their writing. The main focus will be on poetry, prose, fiction, non-fiction, and drama. Students will also study a broad variety of lyrical forms through poetry itself and compose various fixed forms of poetry.

### **American Short Fiction and Drama**

**½ Credit**

This is a semester-long course featuring selections from Twentieth-Century American short fiction and drama. Students will read and discuss representative short stories, novellas, and dramas. In addition to the reading, students should expect to write various types of essays, perform scenes in class, practice specific reading, and vocabulary.

### **Nonfiction Inquiry**

**½ Credit**

In this semester-long course, students will be exposed to various forms of nonfiction through both teacher-led and student-led inquiry. In the first quarter, students will read, discuss and evaluate a series of different nonfiction texts (documentary film, print articles, essays, websites, memoir) in an effort to answer the following questions: (1) What is nonfiction? (2) What are the types of nonfiction available to us? (3) What is the difference between fact and opinion? (4) How can we identify bias? (5) How can we determine the validity of a text for our own research? Further, students examine a podcast and then ultimately create their own episode. Finally, students will be exposed to memoir and create their own.

## **High School - Family and Consumer Science**

### **Adulting 101**

**½ Credit**

Adulting 101 is a course that introduces young people to both the responsibilities and skills to be self-reliant adults. Students in this course will be building a strong foundation of work related skills, savings and checking account skills. Just as there has been a resurgence in financial and civic literacy, young people should also be exposed to the basic skills needed to be confident, successful, independent adults. As they move on, students will learn how to file a 1040EZ, budgeting strategies, credit scores, credit cards, relationships, self care and

investing. This class is designed to give students the skills needed to go confidently into their lives beyond high school. (*Juniors and Seniors*)

### **Child Development**

**½ Credit**

This course is designed to provide students with an opportunity to work with children. Learning through classroom instruction and active participation in the preschool/playgroup setting encourages an understanding of Child Development. Planning curriculum, activities, organizing and running the preschool/playgroup class are the focus of this course. Students learn about child development theory and apply the theory when creating the preschool/playgroup curriculum. Students who are considering careers working with families and children (social work, education, daycare, health care, counseling, therapy, and community services, etc.) are encouraged to take this course. Students are responsible for written work and projects.

### **Foods**

**½ Credit**

Learn the basics of food preparation. This semester course will offer you the opportunity to become competent in the kitchen. Cooking experiences include making pies, yeast and quick breads, soups, salads, main dishes, meats and desserts. Have fun learning skills that will last you a lifetime and benefit you and your family today. This course is a valuable experience for all students personally, as well as students interested in such careers as food service, hotel/motel management, health services, dietetics and nutrition, child-care and food science. Students complete some written work regarding safety and food theory. Students create lab plans and participate in group preparation of food in a kitchen lab.

### **Ethnic and Advanced Foods**

**½ Credit**

Ethnic Foods Class students explore world cultures and food. Students are encouraged to practice advanced cooking skills. Students explore many countries including France, Spain, Italy, Germany, Greece, Mexico, China, and others. This course is a valuable experience for all students personally, as well as students interested in such careers as food service, hotel/motel management, health services, dietetics and nutrition, child-care and food science. Students research the customs and recipes of each country. Students create lab plans and participate in group preparation of food in a kitchen lab. **Recommended Prior Coursework: Foods**

### **Advanced Baking & Pastry Arts**

**½ Credit**

Baking & Pastry Arts prepares you with building a foundation of principles and skills and then using specific applications and recipes. Students will be able to prepare a wide array of baked goods, pastries, and confections. Students will explore gluten-free baking recipe planning and preparation, altering & preparing recipes to address other allergies/dietary restrictions. **Recommended Prior Coursework: Foods**

### **Fashion Design**

**½ Credit**

This is a hands-on class that teaches students the basic skills of a Fashion Designer. Students will become familiar with industry terms as well as learning how to draw and design garments from concept to a completed design collection. There is an emphasis on research and development as well as learning about textiles, construction and visual presentation skills. Those students considering careers in fashion, interior design, tailoring, clothing and textiles will find this course helpful. May be taken for Fine Art credit.

## **High School - Fine Arts**

\*5-weight \*\*6-weight

### **Ceramics/Sculpture I**

**½ Credit**

Ceramics/Sculpture I is an introduction to working with clay through various techniques of hand-building, such as the coil method, slab method, and sculpting. Students will also have the opportunity to try out the pottery

wheel to make more symmetrical ceramic forms. Clay is then fired through a kiln at high temperatures to become bisqueware. These decorative ceramic projects can then be painted with colorful ceramic glazes and once again kiln fired. Sculpture and ceramics from around the world will be studied, along with viewing the work of contemporary ceramic artists for inspiration.

## **Ceramics/Sculpture II**

**½ Credit**

Ceramics/Sculpture II is an opportunity for students to build off of techniques learned in Ceramics/Sculpture I. Larger scale sculpture as well as the process of creating ceramic molds will be covered in this course. Students will be allowed more choice of technique use, and coursework will be individualized for student goals, such as decorative hand-built ceramics, mixed media sculptures, or more time working on the pottery wheel.

**Recommended Prior Coursework: Must have taken the Ceramics/Sculpture I course**

## **Drawing I**

**½ Credit**

Concepts studied in the drawing course will encompass composition, contour line drawing, perspective, proportion, creating a range of values through various mediums. Techniques taught will include grid drawing, blending, shading, and learning to see, analyze, and think critically. Various historical and contemporary artists will be viewed as we approach different methods and styles of drawing. The basics of figure drawing will also be included, such as proper proportion, gesture drawing, and portraiture. Students will also have the opportunity to apply traditional drawing skills through digital drawing with tablets. Media will include marker, graphite, charcoal, oil pastels, chalk pastels, and pen and ink.

## **Painting I**

**½ Credit**

Painting is the process of creating compositions that reflect unique individual expression. This course will explore basic painting techniques using water-based mediums such as watercolor, acrylic paint, and printmaking inks. Color theory, brush techniques, color blending skills, and painting on canvas will be studied and applied. Projects will challenge students to use their own unique style to create works of art inspired by various art movements such as Realism, Impressionism, Cubism, Surrealism, Expressionism, Pop Art, Abstract Expressionism, and Street Art. Artists from history as well as contemporary painters will be discussed as we explore various painting techniques, and discover what inspires us to create personalized and expressive works of art.

## **Drawing/Painting II**

**½ Credit**

This course allows students to focus a second semester on 2D materials such as painting or drawing. Students who have taken Drawing I or Painting I will combine together in this mixed media course to build upon techniques learned in the first-level courses. More emphasis will be placed on individualized projects, larger-scale work, using mixed media, and more advanced techniques in choice mediums. Students will have the opportunity to combine drawing and painting materials to create unique mixed media compositions. Media will range from graphite, charcoal, oil pastels, chalk pastels, digital drawing, ink, spray paint, printmaking, acrylic paint, and watercolor.

**Recommended Prior Coursework: Must have taken either the Drawing I course and/or the Painting I course**

## **Advanced Art\***

**½ Credit**

This Advanced Studio Art course is a chance for students to continue working with their favorite medium of art or build an art portfolio. This course will be offered for students who have taken at least two other art courses and would like to advance to a more independent level. A variety of mediums and associated advanced skills will be covered based on students' individualized interests, including 2D (drawing/painting/printmaking), and 3D (clay/sculpture). Projects will be concept-based, challenging students to use their art skills to connect to other disciplines. This course will also stress global awareness, community involvement/service, and a deeper

analysis of artwork through critique. This is a great course for any students with a strong interest or love of art, or who plan to continue with art in the future.

### **Intro to Digital Arts & Graphic Communications**

**½ Credit**

This is an introductory course where students will explore digital and graphic arts communications through the understanding of the basic elements and principles of art, design and layout. Students will get hands-on training and acquire foundational design skills through the use of Adobe Illustrator and Photoshop. They will be creating various projects and taken through the creative design process, from idea development through the final execution of an artwork. This will help prepare students for the growing media and design fields.

### **Digital Arts & Graphic Communications 2**

**½ Credit**

Students will have an opportunity to build on the skills and understandings from the Introduction to Digital Arts & Graphic Communication course. We will focus on refining skills and techniques to create more complex works of art that allow students to demonstrate their understanding of the principles of composition and design. Students will have the opportunity to design for their own needs as well as “client” projects given in class. Professionals use the concepts explored in this course in the following disciplines: advertising, graphic design, web design, illustration, photography and game design and many others. Students must complete the Intro to Digital Arts & Graphic Communications course before registering for this course.

### **Advanced Digital Arts & Graphic Communications\***

**½ Credit**

The Advanced Digital Arts & Graphic Communications course allows students to continue to explore, build and work on their digital arts and graphic communication skills while building a portfolio of digital arts. Students will have the opportunity and freedom to branch off into different specialties/focused areas of study. This course will be offered for students who have taken both the Intro to Digital Arts and Digital Arts and Graphic Communications 1 and 2 courses.

### **Portfolio Website Design (Fall Semester Only)**

**½ Credit**

Do you want to create your own personal place on the internet? In this website portfolio course, students will design, organize, create, publish, and manage a portfolio website. Course content includes creating a variety of graphic elements to include in the website as well as focuses on the basics of product photography (taking pictures of art/items/things), including building an understanding of aperture, shutter speed, lighting, composition, studio light settings, and more. *Juniors and/or Seniors (students must have successfully completed two art courses including one level II course)*

### **MakerSpace I-IV**

**½ Credit**

In this blended course, high school students have the opportunity to work in a fully-functional Innovation S.T.E.A.M. Laboratory to engage in the design process through a series of hands-on, student-centered S.T.E.A.M activities, such as: videography, 3D-printing, laser-cutting, robotics & coding, vinyl-cutting, and woodworking. In Level I, students will be introduced to the design process and rotate through various modules. In subsequent levels, students will focus on 1-2 units of interest, complete capstone projects, participate in challenges & competitions, and work with clients to complete community-based projects.

### **Concert Choir**

**½ or 1 Credit**

Concert Choir is a non-audition vocal ensemble in which students focus on the fundamentals of vocal technique, sight-singing, music theory, music history, the learning and performance of a diverse repertoire of music, and public performance. Students are encouraged to audition for different festivals. Festival information and repertoire will be discussed and taught during class time.

**Honors Concert Choir \*****½ or 1 Credit**

Concert Choir Honors is an auditioned vocal ensemble in which students focus on the fundamentals of vocal technique, sight-singing, music theory, music history, the learning and performance of a diverse repertoire of music, and public performance. Students are required to audition for a festival each year. Festival information and repertoire will be discussed and taught during class time. Concert Choir Honors will meet at the same scheduled class time as Concert Choir.

**Concert Band****½ or 1 Credit**

The FHU High School Concert Band plays a variety of exciting and challenging band literature. The ensemble rehearses as a group during the school day and has sectional lessons during the school day once a week. It is open to players with a minimum of 2 years of prior instrumental music experience. Students must have participated in band in eighth grade. Concert band performs at several concerts including the Winter Concert, Mega Band, Pops Concert, Memorial Day Parades, and Graduation. Students will also have opportunities to participate in the Marching Band and Jazz Band.

**Honors Concert Band \*****½ or 1 Credit**

Concert Band Honors will meet daily at the same time as the Concert Band for rehearsals. The honors band will perform in all of the same concerts as the Concert Band and participate in additional auditions and festivals. Honors band students have some added requirements but have considerable opportunities as well. The members of this ensemble will have the opportunity to audition and participate in The Northeast Instrumental Music Festival, the GMMDV Districts Festival, the VT All-State Festival, the Castleton Honors Festival, and the New England Music Festival. This group will be more active in the community music scene and will be expected to attend other music and art performances in their community such as musicals, local concerts, pep rallies and college performances.

**Modern Music****½ Credit**

The class Modern Music allows students to explore the music they love and listen to on a daily basis. This class offers a variety of experiences in the world of modern day music, covering many different genres and a wide range of years. In this class students can expect to learn about the following: history of favorite bands/musicians/singers, production of music and music videos, music business, modern music performance, songwriting, transposing, music design (including logos, merchandise, album names and covers etc), listening and identifying the purpose/form of favorite songs, and how to put on a concert/performance. Students will have the opportunity to learn an instrument and perform some of their favorite songs but this is not required. The modern music experience is open to what students want to learn about in music. No prior performing experience is required.

**Piano I-IV****½ Credit**

Piano is designed to be an introduction to fundamental melodic and harmonic keyboard patterns including basic major (and their relative minor) scales. Students will also choose individual repertoire to learn and perform at an end-of-semester recital.

**Guitar I-IV****½ Credit**

Guitar introduces the student to the art of playing the guitar in various styles, reading guitar tab and standard notation. Guitar is a perfect class for students who want to learn how to play the guitar. Students do not need to own a guitar.

**Music in Film****½ Credit**

In Music in Film we will discuss how music affects the way we consume visual media. It can be used to frighten, to make the heart pound, or to bring you to tears. Class will be split between learning the different



styles of film music and the terminology required to discuss it, watching films with notable scores or soundtracks, and discussing the social connections between the use of music and the audience response.

## High School - Health Education

### Health Education

½ Credit

The basis for the Health class is the Vermont Standard: students will make informed healthy choices. Students will explore mental health and how our genetics and environment influence our personality and overall health. A unit on Sexual Health will address the topics of healthy versus unhealthy relationships, intimate partner violence, gender identity, sexual assault, human reproductive parts and reproduction, teenage pregnancy, birth control, human sexuality and sexually transmitted diseases. The alcohol, tobacco and other drugs unit will help students better understand what drives addiction, and tools we can use to minimize our risk to it. The short and long-term effects of various drugs will also be covered. Fitness & Nutrition will have students analyze their own diet & behavior and access tools that can enhance them. Students will leave this class with the information necessary for making healthy choices. (Recommended 10 grade and up)

## High School - Languages

\*5-weight \*\*6-weight

### French I

1 Credit

This basic beginning French course is designed to introduce students to the study of a world language and to prepare them to continue to French II. They will develop skills in listening, speaking, reading, and writing about subjects concerning their everyday lives and gain an understanding of French culture through selected readings, discussions and projects.

### French II

1 Credit

Focusing on personalization of the language through a continued study of basic vocabulary, grammar, and a cultural tour of French regions, level 2 students will further develop basic oral-aural skills with increased emphasis on grammar, writing and reading skills in authentic situations.

### Honors French III/IV/V \*/\*\*/\*\*

1 Credit

(French III- 5 weight, French IV/V- 6 weight) Students seeking to advance their knowledge and skills beyond the novice level will challenge themselves with the study of the history, literature, cinema, philosophy, cuisine, geography, tourism, and art of France. Abilities in oral expression, listening and reading comprehension, and writing will be strengthened through exposure to authentic French material. Students will have the opportunity to design each semester, creating an environment where students can foster individual interests through project-based learning. At the same time, cooperative learning activities will promote collaborative experiences and productive student interaction.

### Spanish I

1 Credit

In this introductory course to the Spanish language, great emphasis is placed upon the Five Cs: Communication, Cultures, Connections, Comparisons and Communities. The course stresses oral communication designed to prepare students to speak and comprehend very basic spoken Spanish. Regional units introduce the wide variety of Spanish and Latin American cultures and nations.

### Spanish II

1 Credit

The intermediate level continues to build on the Five Cs from Spanish I. Oral expression continues to be the focus while additional emphasis is now placed upon reading and writing skills as we explore the language and culture of Spain and Latin America.

### **Honors Spanish III \***

**1 Credit**

This course advances oral expression, reading and writing skills. Little English will be used as students explore aspects of Hispanic culture, civilization, geography, art, and history through film and short stories. Cultural thematic units such as Humor, Art, Heroism, Legend, Sentiments and Passions, Land and Liberty, and Death each include a film and a short story related to the theme. Usually, each of these films is country-specific. Students may elect to enroll with CCV for Dual Enrollment credit. A minimum grade of a 3, B, or 85, from Spanish 2 or a related class (for transfer students), is required in order to qualify to take this class.

### **Honors Spanish IV/V \*\***

**1 Credit**

Depending upon enrollment, students in Spanish IV will be grouped in the same class with Spanish V. This course continues to reinforce practical Spanish vocabulary and grammatical structures through the reading of one or more novels and a study of modern media. Taken in sequence with Spanish III, the first novel read each year will expand upon the knowledge and experience obtained in Spanish III. Students may elect to enroll with CCV for Dual Enrollment credit. A minimum grade of a 3, B, or 85, from Spanish 2 or a related class (for transfer students), is required in order to qualify to take this class.

### **Latin American Studies I**

**½ Credit**

Latin American Studies is an interdisciplinary curriculum that focuses on the history, politics, social organization, economy, geography, music, religion, art, and literature of Central and South America, Mexico, and the Caribbean. This course will involve a study of how Latin America was created through European colonization and the evolution of Central/South American countries in the world marketplace. The course will also involve a study of the political and religious compositions of selected countries and how that has shaped what the countries are today. We will be using novels, film, and selected text materials throughout the course for project-based assignments, activities, and assessments.

**Recommended Course Requirements: Successful completion of Spanish I or higher, and at least Sophomore credit standing.**

## **Library/Media Learning Center**

The Library/Media Center is both the PHYSICAL and VIRTUAL "HUB" of all school learning! The library is where students can learn *information literacy skills* as they engage in *inquiry/the critical thinking process*, and engage in *interest-based* learning opportunities!

The Library/Media Center's mission is to transform student learning by providing exceptional physical and virtual learning experiences, resources, and innovative technology, which support the school curriculum and ensure that our students are college and career ready when they graduate.

## **High School - Life Skills**

### **Life Skills Program**

The 'Life Skills' Program includes specialized instruction in a highly supported setting for students who need opportunities to develop functional academic skills; along with skills that they will need in everyday life such as: self-care, vocational, functional reading and math, money management, self-advocacy, independence, and others. The program also offers community based vocational training in partnership with local businesses. The programming site is currently located at the Fair Haven Grade School, within walking distance to grocery and retail stores, playground/park, laundromat, the public library, and municipal offices. Credits for program

participation are dependent on program structure decisions made by the student's education team. Enrollment in this class is determined by the Assistant Principal of Special Education at Fair Haven Union Middle and High School.

## High School - Mathematics

\*5-weight \*\*6-weight

### Outdoor Pursuits

**3 credits (Math, Science, Physical Education)**

This course includes a math, science, and physical education credit, and runs for 3 consecutive periods each day. This allows time to work outdoors and to head to local sites off campus. The math work will cover concepts in mathematical reasoning, physical education will be grounded in outdoor recreational activities, and science will be integrated with a natural science focus. There may be field trips that extend beyond the hours of the school day, particularly overnight camping trips. Maximum of 15 students. **(By recommendation only).**

### Math Concepts

**1 Credit**

This course includes a thorough exploration of the fundamentals of arithmetic and building connections between math and everyday real-life applications. We work on reinforcing and strengthening previously learned concepts such as integers and understanding the number line, rational numbers such as decimals and fractions, percentages, and exponents. We also introduce beginning topics in algebra, including common factors and multiples, basic algebraic expressions, equations and inequalities. **Acceptance will be determined by the Assistant Principal of Special Services.**

### Algebra 1a

**1 Credit**

This year-long course will review the basic operations of arithmetic on whole numbers, fractions and decimals. These operations will be used in dealing with ratio, proportions, percent, simple geometry and algebra. As students master these basic concepts, they will move into basic algebra. Students will be expected to understand basic operations with integers, rational numbers, irrational, and real numbers; the use of variables; properties of numbers and of equality; solving equations and inequalities; and problem-solving. Students will understand and use basic properties of the real number system. As a result, they will then utilize these concepts in real-life applications. This course is designed to prepare students for Algebra 1b.

### Algebra 1b

**1 Credit**

This year-long course will provide students with the necessary skills to continue building a foundation of algebraic concepts through the use of technology, problem-solving, and cooperative learning. Concepts include algebraic expressions; linear equations; polynomials; factoring; inequalities; geometry; statistics; relations and functions; and graphing. Students will learn to utilize the graphing calculator in appropriate situations. Problem-solving, reasoning, estimation, and connections between math and everyday applications will be emphasized. This course is designed to prepare students for Applied Geometry.

### Algebra I

**1 Credit**

The primary purpose of this course is the development of a foundation in algebra to prepare for further mathematics courses. It is also designed to provide the students with the necessary algebraic techniques to solve practical problems. It is intended for more independent students who are confident in their skills with fractions, decimals and proportional reasoning. Various topics covered include the development of the language and structure of algebra, the real number system, a study of linear functions and inequalities, operations with

algebraic expressions, factoring, polynomials, radicals, and an introduction to quadratic and exponential functions.

### **Honors Algebra I \***

**1 Credit**

This course is designed to be an accelerated course exploring the development of a foundation in algebra to prepare for further mathematics courses. It is also designed to provide the students with the necessary algebraic techniques to solve practical problems. It is intended for more independent students who are confident in their skills with fractions, decimals and proportional reasoning. Various topics covered include the development of the language and structure of algebra, the real number system, a study of linear functions and inequalities, operations with algebraic expressions, factoring, polynomials, radicals, and an introduction to quadratic and exponential functions. **The Administrative Team will review specific student criteria to determine eligibility for Honors Algebra I.**

### **Applied Geometry**

**1 Credit**

This course takes the algebra approach to learning geometry. This course does not approach geometry through formal proofs and is primarily for students who have struggled in Algebra 1. There will be a lot of review of basic algebra skills. Then using the algebra skills, students will calculate measurements based on a practical view of geometry. At the end of the year, there will be an introduction to the formal proof so students will have limited experience writing proofs.

### **Geometry**

**1 Credit**

The emphasis of this course is on plane geometry but it also includes basic solid and coordinate geometry. Major topics include triangles, quadrilaterals and other polygons, parallel and perpendicular lines, circles, area of polygons, transformations, right triangle trigonometry, and volume of polyhedral. A variety of problems and proofs provide the student with the opportunity to do some independent, creative and original thinking. This course also enables students to use the techniques of logical inference so they can discover and establish geometrical relationships. A strong understanding of algebra is an important prerequisite skill for geometry.

### **Honors Geometry \***

**1 Credit**

The emphasis of this course is on plane geometry but it also includes basic solid and coordinate geometry. Major topics include triangles, quadrilaterals and other polygons, parallel and perpendicular lines, circles, area of polygons, transformations, right triangle trigonometry, and volume of polyhedral. A variety of problems and proofs provide the student with the opportunity to do some independent, creative and original thinking. This course also enables students to use the techniques of logical inference so they can discover and establish geometrical relationships. A strong understanding of algebra is an important prerequisite skill for geometry. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course moves at a more rapid pace and is designed for more independent learners with a goal of future enrollment in Algebra II Honors.

### **Algebra II**

**1 Credit**

It is in Algebra II that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. Students expand their repertoire of functions to include polynomial, rational, and radical functions, and their study of right triangle trigonometry to include general triangles. Students bring together all of their experience with functions and geometry to create models and solve contextual problems.

### **Honors Algebra II \***

**1 Credit**

It is in Algebra II that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. Students expand their

repertoire of functions to include polynomial, rational, and radical functions, and they expand their study of right triangle trigonometry to include general triangles. Students bring together all of their experience with functions and geometry to create models and solve contextual problems. Students explore more complex algebra topics and deepen their explanations of algebraic relationships, moving towards formal mathematical arguments. This course moves at a more rapid pace and is designed for more independent learners with a goal of future enrollment in Pre-Calculus Honors.

### **Business Math**

**1 Credit**

This course demonstrates how the fundamental operations of arithmetic apply to community, nationally, and globally based business problems. Business management, investment, compensation and benefits packages and measuring performance are emphasized, while related consumer applications including taxes and purchasing real estate are also studied. This may be used for the financial literacy graduation requirement or math credit, but not both.

### **Probability and Statistics**

**1 Credit**

This course is designed to explore and understand the role statistics play in our everyday lives. Data collection, description, and analysis are studied as ways to report findings for prediction and decision making. Probability is used to assess the usefulness of models. Technology will be used as a tool to facilitate learning mathematics. Examples from professional fields such as economics, business, education, psychology, sociology, biology, and medicine will be examined.

### **Advanced Placement Pre-Calculus \*\***

**1 Credit**

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type. Modeling is also a key feature of the course. Students select, construct, and validate function models using transformations of functions and regressions. Students learn to select mathematical models-based characteristics of a bivariate data set; characteristics of covarying quantities and their relative rates of change; or a set of characteristics such as zeros, asymptotes, and extrema. Students also identify, interpret, and apply information from a function model for a given context or data set, subject to assumptions and limitations related to the context.

### **Honors Pre-Calculus \***

**1 Credit**

This course is designed for those students who have excelled in Geometry Honors and Algebra II Honors. The successful student will expand their knowledge of complex mathematical theories and applications and develop the skills necessary to be successful in AP Calculus. Topics include: Properties of functions, reflections, periodic functions, properties of exponents and logarithms, exponential functions, inverses, trigonometric functions and equations, analytic geometry, and vectors. The use of the TI-83 graphing calculator is an integral

part of the course. At this level, it is strongly recommended that each student have their own graphing calculator to facilitate ease in practicing skills learned in class.

### **Advanced Placement Calculus AB \*\***

**1 Credit**

The AP Calculus course is designed for students who have developed a thorough understanding of pre-calculus mathematics. AP Calculus students may take the advanced placement test prior to admission to a post-secondary school and/or may receive 4 credits at Castleton University upon successful completion of the course. Any student planning on a career in science, mathematics, or engineering is urged to take this course. Some of the topics are advanced topics in algebra, limits and continuity, concepts of a derivative, derivatives of functions and applications, integrals, areas, and volumes of revolution. The use of the TI-83 graphing calculator is an integral part of the course. At this level, it is strongly recommended that each student have their own graphing calculator to facilitate ease in practicing skills learned in class.

### **Honors SAT/ACT Prep: Mathematics\***

**½ Credit**

This course is structured to familiarize students with the mathematics portions of the two standard examinations used in assessing student aptitude for college admission. The course will include instruction, practice tests, and discussion of strategies in an effort to assist college-bound students with the successful completion of the newly formatted SAT and the ACT examinations. This course is designed for Juniors or Seniors that are currently in Algebra II Honors, Pre Calculus Honors, or AP Calculus.

### **Direct Math Instruction**

**1 Credit**

Students whose Individual Education Plans (IEP) and 504 Plans stipulate direct instruction in Math will receive individual or small group instruction from special educators. Credit determination for Direct Instruction will be specified within the student's IEP.

## **High School - Physical Education**

### **Personal Fitness I**

**½ Credit**

This course exposes students to a variety of lifetime activities such as Ultimate Frisbee, Team Building Activities, Ropes Course, Biking, Disc Golf, Badminton, Volleyball, Pickleball, Speedball, Floor Hockey Tchoukball, and Resistance Training. Students will practice lifelong healthy habits of a proper warm-up, stretch, and cool-down.

### **Unified Sports**

**½ Credit**

This course is offered to sophomores, juniors and seniors who have at least 1.0 credits of Personal Fitness. This course encompasses students of all physical and intellectual ability levels while forming friendships between students. The goals are to refine skills, promote friendship, and encourage independence. The emphasis is not on winning but focused on improving skills and that training & practice make you better. These students will train together for various sports and lifetime activities during the semester. This class will also scrimmage other unified sports classes from neighboring schools.

### **Outdoor Pursuits**

**3 credits (Math, Science, Physical Education)**

This course includes a math, science, and physical education credit, and runs for 3 consecutive periods each day. This allows time to work outdoors and to head to local sites off campus. The math work will cover concepts in mathematical reasoning, physical education will be grounded in outdoor recreational activities, and science will be integrated with a natural science focus. There may be field trips that extend beyond the hours of the school day, particularly overnight camping trips. Maximum of 15 students. **(By recommendation only).**

## **Recreational Sports**

**½ Credit**

This elective course is offered to sophomores, juniors and seniors who have fulfilled the mandatory 1.5 physical education credits. Provides students with opportunities to develop and expand their understanding of the fundamentals, rules, and strategies of a variety of individual and team sports. Safety, game etiquette, and sportsmanship are emphasized. Activities include but are not limited to: basketball, volleyball, flag football, soccer, diamond games, badminton, and pickleball. **Recommended Prior Coursework: 1.5 credits of Personal Fitness**

## **Fitness Design**

**½ Credit**

Fitness Design is a course where you will dive deeper into the fitness world. This class is meant for students who are interested in fitness, physical activity, and being active! You will create personal fitness goals and design a workout plan around them, execute your plan, and create workout plans for others based on their goals. You will learn different types of lifting techniques, sport-specific workout plans, and the basic anatomy of the human musculoskeletal system. **Recommended Prior Coursework: 1.5 credits of Personal Fitness**

# **High School - Science**

\*5-weight \*\*6-weight

## **Life Skills Science**

**1 Credit**

This class will be using the Editable Resources Earth Science textbook. This course will study the Earth and its systems. Examples of study will include weather and climate, minerals, rocks, and geology of our local area. **Acceptance will be determined by the Assistant Principal of Special Services.**

## **Outdoor Pursuits**

**3 credits (Math, Science, Physical Education)**

This course includes a math, science, and physical education credit, and runs for 3 consecutive periods each day. This allows time to work outdoors and to head to local sites off campus. The math work will cover concepts in mathematical reasoning, physical education will be grounded in outdoor recreational activities, and science will be integrated with a natural science focus. There may be field trips that extend beyond the hours of the school day, particularly overnight camping trips. Maximum of 15 students. **(By recommendation only).**

## **Earth Science**

**½ Credit**

Earth Science will cultivate the interest of the learner, basing its foundations on the surrounding world. Using the Earth as a guide, students will make scientific discoveries in chemistry and physics. There are required projects throughout the year that include both oral and written assessments. Both individual and group labs play an important role in the scientific process and students will gain experience in basic lab skills.

## **Physical Science**

**½ Credit**

This course includes inquiry, observation, experimentation, interpretation and basic laboratory skills. This course encompasses the study of basic chemistry and physics. The central theme is the introductory study of matter and basic ideas of science. There are required individual projects throughout the year. The course lays the groundwork for the study of biology, chemistry, and physics. There are both group and individual labs required of all students.

## **Honors Physical Science\***

**½ Credit**

This course sets a foundation for further study of physics and chemistry, and requires grade level math comprehension. Starting with basic scientific skills such as measurement, data collection, graphing, and experimentation, we then move deeper into scientific concepts such as acceleration, the forces of the universe, atomic theory, magnetism, and electricity. There will be several labs that involve mathematical manipulations and data analysis. **The Administrative Team will review specific student criteria to determine eligibility for Honors Physical Science.**

## **Biology**

**1 Credit**

This course will provide students with a basic understanding of life and its activities. Between a mixture of lecture and lab, students will investigate biological systems at the molecular, cellular, and macrobiological level. Topics studied include: ecology, biochemistry, the cell, cell transport, photosynthesis, cellular respiration, cell reproduction, genetics, evolution, and classification of organisms.

## **Honors Biology Advanced Studies \***

**1 Credit**

This course is designed to provide the student the opportunity to achieve an understanding and familiarity with concepts of life processes for the purpose of permitting that student to become adequately prepared for college. Methods of instruction will include lectures, discussions and laboratory experiences. Topics will include cell structure and functions, ecology, biochemistry, cell biology, genetics, evolution, and taxonomy. The scientific method is emphasized through group and individual projects. Independent research is an expected aspect of the course. Dissections are a component of the laboratories for this class.

## **Horticulture 1 & 2**

**1 Credit**

Horticulture is a year-long course in which students explore the science of growing plants. Students will begin by examining their own ideas about food, where their food comes from, and the different paths that food takes to arrive in our region. From there, the course will explore the science of plant growth and reproduction, with the goal of cultivating seedlings in the greenhouse that will be planted in the school and community gardens in the spring. Additionally, students will explore hobbies and careers related to horticulture and agriculture. There are group and independent projects required as part of this course, as well as quizzes and papers. Students will be outdoors frequently as part of the course. **Acceptance to Horticulture 2 will be determined by the Assistant Principal of Special Services.**

## **Engineering**

**1 Credit**

Engineering is a year-long course that provides students an opportunity to explore science topics that interest them but that might not otherwise be part of a course at FHUMHS. Students will participate in challenges that will help them to understand the engineering design process. Students will identify problems and use the engineering design process to develop a solution to this problem. This course is inquiry-driven and project-based, though other more traditional assignments are given.

### ***Junior and Senior Choices:***

*Students who have successfully completed the freshman and sophomore Science requirements may choose from the following Junior/Senior science classes.*

## **Advanced Placement Biology \*\***

**1 Credit**

The course will provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal with the rapidly changing science of biology. The course breakdown includes molecules and cells, heredity and evolution, and organisms and populations. The course will prepare students for the AP exam.



Summer work, independent and group work is incorporated into the curriculum. Students engage in coursework through the Vermont Virtual Learning Collaborative (VTVLC).

### **Advanced Placement Physics (Dual Enrollment)\*\***

**1 Credit**

Advanced Placement Physics investigates the interactions of matter and energy in the areas of kinematics, classical mechanics, harmonic motion, waves, sound, electricity, and magnetism. The course emphasizes conceptual comprehension and mathematical representations of physical phenomena with an application through labs, projects, and written problems. This is an introductory physics course designed to explore the fundamental operations of the universe. The AP exam administered in the spring will be the AP Physics 1-Algebra Based exam. Students also have the option for 4 Dual Enrollment credits earned through Vermont Technical College (VTC).

### **Chemistry**

**1 Credit**

This course is designed to give students a general overview of the study of molecules and their interactions as well as a basic understanding of chemical principles. Between a mixture of lecture and lab, students will gain the skills and content necessary to succeed in upper level science courses and have an understanding for the chemistry that is experienced in everyday life. Topics studied include: measurement, matter, atomic theory, atomic structure, formula writing & nomenclature, periodic trends, energy, chemical bonding, intermolecular forces, and the mole.

### **Honors Chemistry \***

**1 Credit**

Chemistry Honors is a rigorous math-science course, which will assist students in the transition into college-level science courses. This course has a strong lab component and students will be required to maintain a lab notebook. Students will be required to have a scientific calculator with logarithm and exponent capability. Strong algebra skills are crucial to success in this course. Topics studied include: measurement, matter, atomic theory, atomic structure, formula writing & nomenclature, stoichiometry, acids and bases, periodic trends, energy, chemical bonding, intermolecular forces, and nuclear chemistry.

### **Honors Anatomy & Physiology\***

**1 Credit**

This is an upper-level course for those students with a strong interest in the biological sciences. Emphasis is on the study of human anatomy and physiology with a thorough review of the body's systems. The course addresses health research and its application to daily life. In addition, biochemistry, cell physiology and genetics are reviewed. A major component of the course is group lab and dissection. **Recommended Prior Coursework: Biology**

### **Environmental Science**

**1 Credit**

This course focuses on understanding the interactions between earth's natural systems and the demands placed on them by the human population. Between a mixture of lecture and lab, students will examine the scientific reasoning behind natural phenomena and resource cycles, explore how we utilize these systems and our impact, and study potential solutions for the resulting consequences of resource mismanagement and exploitation. Topics studied include: water, biomes, rock cycle, weather, soil, nonrenewable energy, renewable energy, water pollution, air pollution, waste generation and disposal.

### **Honors Geology\***

**1 Credit**

This course examines the geological features of the earth and the processes that operate in the interior and on the surface of the earth which are responsible for their formation. Between a mixture of lecture and lab, students will be given the basic background of geology that can be later applied to classes of higher education. Topics studied include: plate tectonics, earth's anatomy, the rock cycle, mountain building, glaciers, volcanoes,

earthquakes, minerals, geologic time, streams and groundwater. Also covered are the techniques and methods geologists use to learn more about the earth. **Recommended Prior Coursework: Earth Science, Physical Science, Biology or Environmental Science.**

## High School - Social Studies

\*5-weight \*\*6-weight

### Life Skills US History

1 Credit

This class will utilize the We the People textbook. This civics class teaches students about how our federal government works, and the rights and responsibilities of its citizens. The second semester will focus on US Geography. **Acceptance will be determined by the Assistant Principal of Special Services.**

### Introduction to the Social Sciences

1 Credit

This course is geared towards students who need to strengthen their skills as social scientists as well as to gain a basic understanding of society from the perspectives of the various social science disciplines. The goal is for students to build their skills within the global citizenship proficiencies to allow them to be more successful in future social science courses. After successful completion of this course, students will likely move into United States & World Affairs.

### United States and World Affairs to 1877

1 Credit

The United States and World Affairs to 1877 provide students with a frame for U.S history by examining world-historical events and outcomes and linking local and global histories within the geographical boundaries of the United States. This course will include a study of: native peoples, early settlement and trade, colonial rule, gaining independence, creating our government, westward expansion and manifest destiny, immigration and race, and building tensions that lead to the Civil War. In addition, students will come away with the skills necessary to analyze, interpret, debate, and compare and contrast both historical events, and sources. Students will also gain an appreciation for interactions between the United States and a broader global perspective on our nation's political, economic, and social history.

### Honors United States and World Affairs to 1877\*

1 Credit

This honors course is taught at an accelerated level with a strong emphasis on the development of inquiry skills and hypothesis development. Emphasis will be placed on developing research and writing skills through a variety of essays. **The Administrative Team will review specific student criteria to determine eligibility for Honors United States and World Affairs to 1877.**

### Honors Modern U.S. History \*

1 Credit

This honors course is taught at an accelerated level with a strong emphasis on the development of inquiry skills and hypothesis development. Emphasis will be placed on developing research and writing skills through a variety of essays. The class covers Industrial Revolution To World War I from a thematic perspective, examining the topics of industrialization, immigration, reform, foreign policy, agricultural changes and the growth of labor. From World War I to the present, the course examines the social, economic, and political developments of the 1920s, 1930s, the Second World War, the Cold War, the domesticity of the 1950s, the upheaval of the 1960s, the crises of the 1970s, the conservative reaction of the 1980s, and beyond.

## **Modern U.S. History**

**1 Credit**

This course in U.S. History will cover the period from the Industrial Revolution to the present. The primary topics for this course will be the periods of, immigration, labor, industry, political change and reform, isolation to imperialism, modern times and current events. This course is taught from a chronological perspective.

**Junior and Senior Choices:** *Students who have successfully completed the freshman and sophomore Social Studies requirements may choose from the following Junior/Senior electives.*

## **YEAR-LONG COURSES**

### **Advanced Placement Psychology\*\***

**1 Credit**

This is a full-year course for juniors and seniors who are interested in the field of psychology and desire a college-level approach to their coursework. AP Psychology is a fast-paced and challenging course that helps students cultivate their understanding of the scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the human brain and nervous system, sensation and perception, learning and cognition, motivation, developmental psychology, treatment of psychological disorders/abnormal behavior, and social psychology. The equivalent of an introductory college-level survey course, AP Psychology prepares students for the AP exam in May and for further studies in psychology, social sciences, or life sciences at the college or university level. As such, students need to complete all readings and assignments, take notes, and prepare themselves for frequent tests to be successful. Having already taken Psychology Honors can be helpful, but is not a prerequisite for this course. While AP Psychology touches on some of the same content as the Psychology Honors course, this course goes into greater depth, moves at a faster pace, and covers many more units of study.

### **Advanced Placement U.S. History\*\***

**1 Credit**

This is a full-year course for juniors and seniors who wish to take the AP exam, and for those who desire a college-level approach to American history. The course covers the major political, economic, social, and cultural movements of American history from exploration to the present, with an emphasis on the 18th and 19th centuries. Students will focus on using primary sources to write data-based essays, comparative history, cause and effect, and the concepts of change and continuity. There is a fee for the AP exam which all students will take in May. Students are encouraged to buy their texts. This is a writing-intensive course.

### **Honors Sociology \*\***

**1 Credit**

This course is designed as an advanced course. A college text is used. Students will become familiar with the vocabulary of sociology and the scientific methods it uses. The theoretical perspectives used by the discipline will also be studied and applied to current events to facilitate an understanding of how social forces affect individual lives. Course topics include the following: culture, society, social interaction, socialization, deviance, stratification, race and gender and collective behavior. Students are expected to write critical analyses of assigned readings. The ability to write and speak clearly is an important part of this course.

### **Honors Western Civilization \*\***

**1 Credit**

This course is designed as an advanced course and uses a college text. It is a survey of the chronological development of civilizations and major political, economic and social developments. During the course, some of the contributions of major philosophers, artists, writers, and scientists shall be discussed. Topics will be related to current world events whenever possible.

### **Honors World Area Studies \***

**1 Credit**

This course is designed with the history student in mind. It offers the opportunity to study those areas of the world where U.S. foreign policy has been active since our beginning. The areas of emphasis are Russia from its dynastic period through the Communist Revolution, the Cold War to the New Russia of today; China from ancient to modern times, including its effect on U.S. foreign policy beginning with the Open Door Policy to the Two China Policy to the current U.S./China relationship; the Middle East as an emerging eco-political power and its ever-widening world influence; and Japan from early isolationism to world power. Student research is an important part of this course. Due to the constant changes in each of the areas of study, current events are a vital part of this course. This is a writing-intensive course.

### **Honors Psychology \***

**1 Credit**

This course is designed for students whose interests lean toward the behavioral sciences. Beginning with a history of psychology as a science, the course follows a traditional study of human behavior including the biological foundations of behavior, sensation and perception, consciousness, learning and memory, intelligence, human development, personality, psychological disorders, therapies and social psychology. Reading with comprehension and self-directed study are important in this course.

### **Forensic Speech – Debate**

**1 Credit**

This full-year course introduces students to the fundamentals of speech and debate. The class will focus on debate, extemporaneous speaking and other speech activities of students choosing. The culminating activity of each format will be a class presentation. This class will help students develop oral persuasion skills as well as enhancing research skills, organization skills, critical thinking skills and information processing skills. In addition, students will gain extensive knowledge of current events and a background in basic philosophy. Supplemental speech formats may enhance knowledge of literature and drama as well.

### **US History & Geography I & II**

**1 Credit each**

Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and will consider the implications each of these events had on the expansion of the United States' global influence through modern times. Students will develop concepts related to geography as well as skills in mapping, exploring some of the natural and constructed features of their community. Students will develop basic mapping skills to identify, locate, and name familiar places within the community. They will identify connections between their community and other communities (local, national, and global) and will develop an awareness that communities depend on each other to meet their needs and wants. **Enrollment in this class is determined by the Assistant Principal of Special Education at Fair Haven Union Middle and High School.**

### **SEMESTER COURSES**

#### **Contemporary U.S. History**

**½ Credit**

This elective directs the student to an examination of current events and issues in the United States. At least one issue or problem will be explored in each of six areas: political/legal, social, economic, cultural, diplomatic, and environmental. Students will use newspapers and periodicals to study the background, positions, and possible solutions to each issue.

### **Particular Topics in Psychology**

**½ Credit**

The purpose of Particular Topics in Psychology is to help students understand their behavior and the behavior of others in order to strengthen them as individuals and as members of groups. Topics such as basic needs, personality development, and philosophy are introduced in Unit I: Understanding Ourselves. Relationships with others are explored in Unit II.

### **World People Studies**

**½ Credit**

World People Studies introduces students to the elements of culture and culture's relationship to geographic setting. In addition to examining one's own culture, students will investigate cultures throughout the world. As a result, students will begin to understand the perspectives of others and respect those who are from cultures that are different from their own. Class presentations are a major component of this course.

### **Law Studies**

**½ Credit**

The focus of this course is the law and some of the many areas in which the law affects our lives. Students successfully completing this course will have a basic understanding of how the law attempts to deal with the problems of American Society. An overview of our legal system, criminal law, and contracts are among the nine topics to be covered.

### **Intro to Law Enforcement & Public Services**

**½ Credit**

Juniors and seniors interested in a possible career in law enforcement, armed forces, or public service should consider taking this introductory-level basic training course that covers motor vehicle law, Doppler radar training, crash investigation, intro. to fish & wildlife, landlord & tenant law, stalking, K9 operations, search & rescue, first aid & CPR, basic finger-printing, crime scene investigation, report writing, and various hands-on practice situations and physical training activities led by our school resource officer.

## **High School - Careers and Business**

\*5-weight \*\*6-weight

### **Work-Based Learning**

**1, 1 ½, 2 Credits**

Students will be given the opportunity to have first hand experiences in the workforce in the field or occupation they choose, from paid positions, unpaid internships, and job shadowing.

Students will learn while working for a more direct approach compared to other courses the school offers by putting them in real life situations while giving them a different perspective on what it takes to be successful while exploring possible careers. In some cases and employment opportunities, students can get a jump start on their career prior to graduating high school to make the transition smooth and effective. Self evaluations, employer feedback, and check in meetings will all be used to oversee the students progress.

Students must be enrolled in 4 academic courses unless an exception is approved by an administrator. Students must average 10 hours a week to earn a full credit. Students are limited to one credit per semester (2 credits per year) maximum.

Career & Workplace Exploration, Innovation & Entrepreneurship **OR** recommendation from an administrator are required for Work-Based Learning.

## **Career & Workplace Exploration**

**½ Credit**

This course allows students to explore and become familiar with all of the different options available to them after graduation. Emphasis is placed on filling out job applications, creating resumes, interviewing skills, practicing workplace communication, and designing a career plan.

Students will learn about the attributes of entrepreneurs and research specific business owners to find out more about their paths and success. Innovation & Entrepreneurship asks students to apply their math, science, English, civic, problem-solving and communication skills to real-world dilemmas faced by local employers. Students will create solutions to address employer dilemmas. Then, just like it happens in the real world, students will present their ideas to local businesses. Students will learn how attitudes and behaviors affect entrepreneurs.

Students will develop a business plan of their own for a product or service and develop plans for operation, marketing, management and finance. Students will present this plan at the end of this class. Innovation & Entrepreneurship will provide students with experiences at a local manufacturer exposing students to the world of entrepreneurship, design, and manufacturing in the most direct manner possible.

Career & Workplace Exploration, Innovation & Entrepreneurship **OR** recommendation from an administrator are required for Work-Based Learning.

## **Innovation & Entrepreneurship**

**½ Credit**

Innovation & Entrepreneurship will enable the students to learn and understand a variety of career clusters, attributes, and aptitudes needed in particular careers. Innovation & Entrepreneurship asks students to apply their math, science, English, civic, problem-solving and communication skills to real-world dilemmas faced by local employers. Students will create solutions to address employer dilemmas. Then, just like it happens in the real world, students will present their ideas to local businesses. Students will learn how attitudes and behaviors affect the climate in the workplace. Considerable time will focus on Transferable Skills and how they are needed to be successful in today's world of work. Innovation & Entrepreneurship will provide students with experiences at a local manufacturer exposing students to the world of entrepreneurship, design, and manufacturing in the most direct manner possible.

Career & Workplace Exploration, Innovation & Entrepreneurship **OR** recommendation from an administrator are required for Work-Based Learning.

## **Introduction to Sports and Recreation Management**

**½ Credit**

This course will introduce students to the sports and recreation management pathway in commercial, private, and non-profit settings. A specific focus will be on what is available to students in these fields in the state of Vermont. Students will research local sports and recreation management sites and businesses and will create a specific career path for their chosen field.

## **Marketing**

**½ Credit**

In this introductory course, students will learn the principles of marketing using real-world examples—learning what it takes to plan, launch, and market a product or service in today's business environment. This course covers an introduction to marketing, branding, social media marketing, and marketing ethics. Students will learn about marketing plans and strategies businesses use to market their products.

## **D.U.O.**

**0 Credit**

“D.U.O.” stands for “Do Unto Others”. It is an educational program that encourages students to become involved in voluntary activity to benefit others. It is a commonly held belief that helping

others ultimately helps people learn more and feel good about themselves. Students can arrange DUO in place of a study hall. Students wishing to pursue a DUO project must fill out a DUO application and contract with their DUO sponsor. DUO applications may be obtained from the Guidance Office.

### **Post Secondary Transition Course**

**1 Credit**

In this course your student(s) will learn the soft skills needed to be successful in the working world and life after graduation. There will be explicit instruction on steps students need to take in order to apply, obtain, and maintain employment. Students will leave class with a cover letter, resume, and understanding of how to apply for work in the state of Vermont/New York, by the end of the year students will have gained skills to navigate potential employment opportunities. Through a rigorous course structure with outside partnerships and businesses as guest speakers, student(s) will know outside resources, job markets, and make connections throughout this year long course. This course offers a brief counseling on disability disclosure at the workplace. Acceptance will be determined by the Assistant Principal of Special Services. Students must be grade 11 or 12

### **Learning Lab**

**½ or 1 Credit**

This class offers students a comprehensive intervention program designed to meet the needs of students who require reading support and math support. This class is designed to address student's academic needs.

**Enrollment in this course is determined by the Assistant Principal/Director of Special Education.**

**Awarded credit is determined by student's individualized team.**

# Stafford Technical Center

**Stafford Technical Center reserves the right to cancel, combine or alter courses in situations where scheduling or enrollment conflicts arise. Please see your FHUMHS school counselor with questions about programming, or how to apply. Stafford comes to FHUMHS to visit ALL 10th graders during the early Fall. Students also have the opportunity to tour Stafford in the Fall of 10th grade, and are invited for program visits after their application has been received.**

Rapid advances in technology are making significant changes in the way we live. The workplace is changing as businesses strive to compete in the global marketplace. Innovative management techniques are making a strong impact on the work environment. Students can use all these changes to their advantage as they prepare for the future, and Stafford Technical Center can help. The programs offered at Stafford Technical Center provide students with hands-on training and state-of-the-art technology unavailable to students elsewhere in the area. More than ever before, Stafford Technical Center offers an exciting and diverse range of educational choices.

## AUTOMOTIVE REFINISHING AND COLLISION

This program focuses on analyzing and repairing structural and non-structural vehicle damage. Students gain experience in mechanical and electrical repair, frame straightening and panel replacement, plastics and adhesives, refinishing techniques and procedures, management and operation of a privately owned auto body business. Embedded Science or Math credit; up to 6 units of credit; New England Institute of Technology up to 13 college credits available.

## AUTOMOTIVE TECHNOLOGY

Students interested in cars should consider this program where they learn how to diagnose and repair vehicles. Stafford's well-equipped lab provides a valuable opportunity for hands-on learning. Here students develop skills in braking systems, steering and suspension systems, wheel alignment, welding and engine overhaul. As students master these techniques, they also learn more about complex electrical diagnostic procedures using computer systems. Embedded Science or Math credit; up to 6 units of credit; NATEF Certification; up to 12 college credits available through the University of Northwestern Ohio and Universal Technical Institute.

## CONSTRUCTION TECHNOLOGY

This program offers a strong introduction to the tools and techniques of the industry. Students learn to use hand and power tools safely and accurately, develop project-estimating skills and become familiar with contemporary building materials. Students build with panelization methods. Students gain practical experience from frame to finish on and off-campus at Stafford's residential project where a neighborhood is being built. Embedded Math credit; up to 6 units of credit; OSHA Construction Safety Certification; AGC/VT Program Credential; up to 9 college credits available through New England Institute of Technology.

## COSMETOLOGY

This program prepares students for a successful career in the cosmetology industry. Students enroll in the program for two academic years including one summer semester. During this concentrated instruction, students accumulate 1500 clock hours required to be eligible for the VT State Cosmetology Licensing Exam. Applied academics in the areas of business and finance, cosmetic chemistry, and language arts are an integral part of the program. Students that are currently sophomores or juniors are encouraged to apply. Embedded Science or Math credit; up to 6 units of credit; up to 500 hours available through New England School of Hair Design.



## CULINARY ARTS

In Culinary Arts, students will be provided with a unique opportunity to explore and experience the skills, stamina and education associated with the industry. Students will gain knowledge and training through our on-site bakeshop and restaurant. Our laboratory features some of the newest electric, environmentally friendly technology that is currently available. Practical experiences will include: food safety and food sanitation, food preparation, pastry arts, purchasing, cost analysis, production, fabrication, knife skills, professionalism, marketing, nutrition, and other skills needed to operate a business. Good math skills and physical stamina are essential. Embedded Math or Science credit; Serv/Safe Certification; up to 6 units of credit; accelerated status agreement with the New England Culinary Institute.

## DIGITAL ARTS

Digital Arts students explore careers in multimedia, design, illustration and animation for print, the web, television, film, CD and future technologies. The program will also introduce digital video, photography and interactive multimedia. Students will explore communication and visual language through hands-on project-based activities. The class will often function as an advertising agency/production house. Working with Stafford as a client, students will create logos and marketing strategies that appeal to their peers. Personal vision and individual artistic aesthetic will be nurtured and encouraged. This is a college-bound program where students develop a portfolio of work for the college application process. Curriculum and specific lessons are based on an introductory college curriculum. Embedded Art credit and 0.5 credit of Information Technology; up to 6 units of credit; college credit available through the Vermont State College System.

## ELECTRICAL / PLUMBING

The Electrical/Plumbing program will help students develop skills to enter their chosen career through VT Apprenticeship program or continue studies at the College level. The classroom experience is enhanced by on-site practical applications at the residential building project and other electrical or plumbing construction projects in the area. In addition, students have a “hands-on” introduction to applications in Solar and Wind Renewable Energy, Energy Conservation, HVAC, Blueprint Reading, and Electrical/Plumbing/HVAC System Design. Embedded Science or Math credit; up to 6 units of credit; the Electrical/Plumbing Program can lead directly to VT Apprenticeship courses offered at Stafford; OSHA Construction Safety Certification; up to 4 college credits available through SUNY Delhi.

## FORESTRY, NATURAL RESOURCES AND HORTICULTURE

For students interested in forestry and “the green industry,” this program helps them gain valuable skills and knowledge. Students will be involved in practical experiences with forest products, manufacturing and production, forest recreation, soil and water quality analysis, aquaculture, arboriculture, landscape design, and installation and greenhouse management. The Rutland region becomes the lab as students explore various forest and recreational areas, greenhouse and tree plantations. Embedded Science or Math credit; up to 6 units of credit; Game of Logging Certification; Wilderness First Aid Certification; OSHA Construction Safety Certification; 9 college credits available through Paul Smith’s College and 6 college credits available through Unity College.

## HEALTH CAREERS

Through a partnership with Castleton State College, Southern Vermont Area Health Education Center and Rutland Regional Medical Center, our new Health Careers Academy provides an in-depth, two-year program, combining classroom learning with hands-on practice in a wide variety of health care environments.

Year One: explores the variety of health career choices with both hands-on and observational experiences. Students will learn career exploration, medical terminology, communication skills, anatomy and physiology, growth and development, medical math, CPR and the skills and knowledge necessary to prepare for the Licensed Nursing Assistant Exam. Embedded credit in Science; up to 6 units of credit; LNA Certification; AMA First Aid Cert.; CPR Basic Life Support with AED.

Up to 3 college credits are available through the Community College of VT.

Year Two: students are selected for the second year of the program based on their first-year performance. Students will focus on the health career of their choice by building on the skills and experiences gained from the first year's work. Students will spend fifteen (15) hours a week in the career of their choice. Students may take up to six (6) college credits each semester at Castleton State College or CCV, tuition-free, have a professional preceptor in the clinical sites, receive a stipend for the hours worked in your clinical setting and participate in a Senior Seminar which focuses on application of knowledge. Up to 12 college credits are available through Castleton State College.

## HUMAN SERVICES

Students explore physical, intellectual, emotional and social development throughout the life cycle. Students expand interpersonal skills, focus on communication issues and explore problem-solving, leadership and teamwork skill-building. Fieldwork includes service in the preschool lab and at various community agencies. Students learn to strengthen personal relationships and workplace skills. Embedded credit in Social Studies or Family Consumer Studies (FACS); up to 6 units of credit; 7 college credits available through the College of St. Joseph by Examination and Portfolio in Psychology and Human Services; up to 9 college credits through Community College of VT.

## POWER MECHANICS/WELDING

Students learn how to repair and operate compact equipment to heavy equipment and motorcycles to backhoes. Students gain experience in diesel technology and have guided practice in the latest metal fabrication equipment, including plasma cutting, GMAW (Gas Metal Arc Welding), SMAW (Stick Metal Arc Welding), TIG (Tungsten Inert Gas) and Oxy-Acetylene welding techniques. American Welding Society certification is available for advanced students. Embedded Science or Math credit; up to 6 units of credit; American Welding Society (AWS) Certification; 4 college credits available through SUNY Delhi.

## PUBLIC SAFETY SERVICES: LAW ENFORCEMENT

This program has been developed through a partnership between Stafford Technical Center and the Rutland City Police Dept., Vermont State Police, Rutland City Sheriff Dept., Police Academy, Correctional Academy, College of Saint Joseph, and the Rutland Regional Ambulance Service. This program provides students with an introduction and overview of law enforcement careers and crime prevention skills. Students learn through a variety of methods including: classroom lectures, demonstrations, and practical experiences. Embedded Social Studies, Civics or Science credit and 0.5 credit of Health; up to 8 units of credit; Incident Command Certification; up to 11 college credits, 1st year and up to 12 college credits, 2nd year available through the College of St. Joseph. College courses include an English credit and other credits as scheduled.

## STEM ACADEMY

A firm grasp of Science, Technology, Engineering, and Mathematics (STEM) is essential for success in today's highly skilled global economy. The STEM Academy incorporates advanced technologies through project-based learning. Through the nationally recognized Project Lead the Way Pathway to Engineering program, students will apply the design process and acquire strong communication, critical thinking, and problem-solving skills. Students gain valuable experience working with 3D printing, laser cutting and robotics. The course of studies includes Introduction to Engineering Design,

Principles of Engineering, Digital Electronics, Computer Integrated Manufacturing, and incorporates other engineering challenges. Up to 6 units of credit recommended in Engineering, Math, Science, Information Technology, and Art; up to 6 college credits available through the Rochester Institute of Technology; Autodesk Inventor User Certification.

#### VIDEO/MULTIMEDIA COMMUNICATIONS

This course introduces students to careers that require visual storytelling such as a videographer, television/film producer, video editor and on-camera talents such as an actor or news reporter. Students work as part of a professional production crew, write scripts, storyboards, shoot and edit projects that appear on local television, and work closely with organizations and businesses in the community. Students work with state-of-the-art equipment including High Definition cameras, editing software, and audio recording devices. Students who participate in this program are given the necessary tools to succeed in college and in the professional world. Video Internships are available upon request. Embedded Science or Social Studies credit and 0.5 credit of Information Technology; up to 6 units of credit; college credits available through Castleton State College, Lyndon State College, Community College of VT, The New England School of Communication and the New England Institute of Art and Community College of VT.