

# ***Bellows Free Academy Fairfax***



## **PROGRAM of STUDIES 2024-2025**

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## Trimesters

BFA Fairfax uses Trimesters in order to increase the number of classes each student can access within a school year. Students will have the opportunity to take 4 classes each Trimester, Advanced Placement (AP) courses are the only year long classes, and most other classes will last for a Trimester.

### Proficiency Based Graduation Requirements







*Students must demonstrate proficiency in the following areas:*

English Language Arts  
Math  
Science  
Global Citizenship  
Physical Education & Health  
Artistic Expression

#### Transferable Skills

(Clear & Effective Communication, Self-Direction, Problem Solving, Responsible & Involved Citizenship & Integrative Thinking)

\*\*Each course assesses Transferable Skills\*\*

<p style="text-align: center;"><b>Transferable Skills</b></p> 	<p><i>Life and career skills that are essential outcomes for students as they move through school and into college and careers.</i></p>	<p style="text-align: center;"><b>Creative and Practical Problem Solving</b></p> 	<p>I use observation, questions, and data to define and solve problems.</p>
<p style="text-align: center;"><b>Clear and Effective Communication</b></p> 	<p>My communication is organized, evidence based and meets my audiences needs.</p>	<p style="text-align: center;"><b>Responsible and Involved Citizenship</b></p> 	<p>I take responsibility for my actions and understand their impact on my community.</p>
<p style="text-align: center;"><b>Self Direction</b></p> 	<p>My decisions use multiple sources of information and advance my learning.</p>	<p style="text-align: center;"><b>Informed and Integrative Thinking</b></p> 	<p>I synthesize and apply knowledge from multiple sources to explain the world around me.</p>

Students will participate in [Sophomore & Senior PLP Portfolios and Exhibitions](#) to showcase their learning and portfolio.

# Proficiency Based Graduation Course Selection Guides

As we transition into Trimesters each class will have their own course selection checklist

[Class of 2028](#)  
[Class of 2027](#)

[Class of 2026](#)  
[Class of 2025](#)

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## Graduation with Distinction

BFA seniors have the opportunity to graduate with distinction in the following categories:

Arts	STEM	Humanities	Leadership	Career Readiness
<i>The student with Distinction in the Arts has been a committed and celebrated leader in their arts endeavors throughout high school.</i>	<i>The student with Distinction in STEM shows deep understanding and appreciation of the intersection of math and science and participates in learning beyond class.</i>	<i>The student with Distinction in Humanities shows deep understanding and appreciation for the intersection of human society and culture and participates in learning beyond class.</i>	<i>"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." -John Quincy Adams</i>	<i>The student with Distinction in Career Readiness shows thoughtful preparation for and recognition in a potential career after high school.</i>

For specific information about course and co-curricular requirements within a category of graduation with distinction, please see the link below for your graduating class:

[Class of 2025 Application for Graduation with Distinction](#)

[Class of 2026 Application for Graduation with Distinction](#)

[Class of 2027 & Beyond Application for Graduation with Distinction](#)

## College Requirements

College requirements vary depending upon the type of college or technical institute a student wishes to attend. A student planning to attend a postsecondary institution should check the specific institution website for detailed requirements.

Generally colleges are looking for students to challenge themselves in all areas. Advanced Placement (AP) and dual enrollment courses are some ways to demonstrate a challenging academic record. These are sample **minimum** requirements from Vermont Colleges:

<b>University of Vermont</b>	<b>Vermont Technical College</b>
English- 4 classes	English- 4 classes
Math- 4 classes (including Advanced Math/Math 5)	Math- 3 classes
Global Citizenship- 3 classes	Global Citizenship- 3 classes
Science- 3 classes (1 Lab Science)	Science- 2 classes (1 Lab Science)
World Language- 2 classes of the same language (ASL meets this requirements)	
<b>Saint Michael's College</b>	<b>Vermont State Colleges</b>
English- 4 classes	English- 4 classes
Math- 3 to 4 classes	Math- 3 classes
Global Citizenship- 3-4 classes	Global Citizenship- 3-4 classes
Science- 3 to 4 classes (2 Lab Sciences)	Science- 3 classes (2 lab Sciences)
World Language-2-3 classes of the same language)	World Language-2 classes (recommended)

## College Sports Requirements

If you want to participate in Division I or II sports at the college level there are specific academic requirements and you must register with the NCAA. Ask your high school counselor for more information. Please visit the [NCAA Website](http://www.ncaa.org).

## COURSE NUMBERS

Course Number	Course Title	Page Number
ELA 170	Acting Arts	P. 21
MAT 157	Additional Topics in Financial Literacy	P. 41
MAT 152	Advanced Calculus (Independent Study) <sup>Adv</sup>	P. 43
ART 170	Advanced Studio Art (Art 3) <sup>Adv</sup>	P. 14
HPE 110	Alternative Physical Education	P. 44
CIS 100	An Introduction to HTML, CSS and Javascript Coding	P. 14
SCI 141	Anatomy & Physiology 1 (Lab) <sup>Adv</sup>	P. 49
SCI 151	Anatomy & Physiology 2 (Lab) <sup>Adv</sup>	P. 49
SOC 174	Ancient Empires (World History from 2000 BCE to 1500 CE)	P. 33
MAT 192	AP Calculus <sup>Adv</sup>	P. 43
SCI 191	AP Environmental Science (Lab) <sup>Adv</sup>	P. 50
LNG 190	AP French <sup>Adv</sup>	P. 56
ELA 190	AP Language and Composition with CCV Credit <sup>Adv</sup>	P. 23
ELA 191	AP Literature <sup>Adv</sup>	P. 23
MUS 155	AP Music Theory <sup>Adv</sup>	P. 17
SOC 192	AP Psychology <sup>Adv</sup>	P. 36
LNG 195	AP Spanish <sup>Adv</sup>	P. 57
SOC 190	AP U.S. Government and Politics <sup>Adv</sup>	P. 37
SOC 191	AP U. S. History <sup>Adv</sup> (NOT OFFERED 24-25)	P. 37
SCI 170	Astronomy	P. 48
MUS 160	Beginning Guitar	P. 17

<b>Course Number</b>	<b>Course Title</b>	<b>Page Number</b>
LNG 110	Biliteracy Bound (French) <sup>Adv</sup>	P. 55
LNG 140	Biliteracy Bound (Spanish) <sup>Adv</sup>	P. 57
SCI 142	Botany 1: Fall (Lab) <sup>Adv</sup>	P. 50
SCI 152	Botany 2: Spring (Lab) <sup>Adv</sup>	P. 50
MAT 122	Calculus Part I <sup>Adv</sup>	P. 42
MAT 132	Calculus Part II <sup>Adv</sup>	P. 43
ART 130	Ceramics	P. 13
SCI 143	Chemistry 1: Matter & Energy (Lab) <sup>Adv</sup>	P. 50
SCI 153	Chemistry 2: Quantitative Analysis (Lab) <sup>Adv</sup>	P. 50
SCI 163	Chemistry 3: Atomic Structure & Chemical Bonding (Lab) <sup>Adv</sup>	P. 51
FA24	Chamber Choir	P. 17
MUS 120	Chorus	P. 17
SOC 150	College Economics with CCV Credit <sup>Adv</sup>	P. 36
ELA 171	Comparing Literature & Film 1	P. 22
ELA 181	Comparing Literature & Film 2	P. 22
MUS 100	Concert Band	P. 17
ELA 172	Contemporary Literature	P. 22
ELA 174	Creative Nonfiction	P. 22
SOC 155	Creating a Sustainable & Equitable World	P. 34
ELA 141	Creative Writing	P. 23
	Criminal Justice	P. 32
SOC 144	Current Events and Political Affairs	P. 36
CIS 120	Cybersecurity Part 1	P. 15
LNG 112	Decolonizing French - Afro-Francophone Culture	P. 55

<b>Course Number</b>	<b>Course Title</b>	<b>Page Number</b>
ART 140	Digital Photography	P. 13
HPE 150	Dimensions of Health	P. 45
MUS 150	Drama Productions	P. 18
ELE 105	Drivers Education	P. 25
ELE 100	DUO (Do Unto Others)	P. 27
SOC 151	Economics: Marketing and Investing	P. 35
MAT 151	Essential Math for College & Careers (EMC <sup>2</sup> )	P. 41
MAT 156	Financial Literacy	P. 41
SCI 173	Forensic Sciences	P. 49
SOC 100	Foundations of Global Citizenship	P. 31
ART 100	Foundations in Visual Arts	P. 12
ELA 101	Foundations of ELA 1	P. 20
ELA 102	Foundations of ELA 2	P. 21
SOC 170	Freedom and Unity: Vermont History	P. 33
LNG 105	French Conversation for Travel <sup>Adv</sup>	P. 55
LNG 100	French Foundations 1 & 2	P. 54
LNG 101	French Foundations 3	P. 54
LNG 115	French Literature and Film <sup>Adv</sup>	P. 55
LNG 116	French Poetry and Theater <sup>Adv</sup>	P. 56
SCI 180	Geology & Meteorology	P. 48
MAT 153	Geometry Applications	P. 42
ELA 120	Graphic Novels and Alternative Texts	P. 21
HPE 120	Health	P. 45
HUM 140	Heroes and Villains	P. 23



<b>Course Number</b>	<b>Course Title</b>	<b>Page Number</b>
ELA 173	Historical Fiction	P. 22
ELA 151	Holocaust Studies	P. 24
ELA 156	Introduction to College Writing	P. 24
ART 110	Introduction to Graphic Design	P. 13
ART 150	Introduction to Jewelry Making	P. 14
MUS 105	Jazz Band	P. 17
SOC 140	Know Your Rights	P. 36
SCI 101	Life Science 1: Ecology & Evolution	P. 48
SCI 121	Life Science 2: Heredity & Genetics	P. 48
SCI 131	Life Science 3: Adv Biology <sup>Adv</sup>	P. 49
LNG 145	Literature in Spanish <sup>Adv</sup>	P. 57
MAT 101A	Math 1: Linear and Exponential Functions	P. 40
MAT 101B	Math 1: Linear and Exponential Functions - Two Trimesters	P. 40
MAT 102	Math 2: Quadratic Functions	P. 40
MAT 103	Intro to Geometry and Probability/Statistics	P. 40
MAT 104	Math 3: Polynomial Functions	P. 40
MAT 105	Math 4: Trigonometry, Descriptive Statistics, and Functions <sup>Adv</sup>	P. 41
MAT 106	Math 5: Exponential, Logarithmic, and Rational Functions <sup>Adv</sup>	P. 41
SOC 175	Native American History	P. 34
ELE 110	Online Learning	P. 26
SOC 141	Philosophy	P. 35
HPE 100	Physical Education	P. 44
SCI 102	Physical Science 1: Forces & Motion	P. 49

<b>Course Number</b>	<b>Course Title</b>	<b>Page Number</b>
SCI 122	Physical Science 2: Intro to Chemistry	P. 49
SCI 144	Physics 1: Kinematics & Forces (Lab) <sup>Adv</sup>	P. 51
SCI 154	Physics 2: Dynamics & Energy (Lab) <sup>Adv</sup>	P. 51
SCI 164	Physics 3: Electricity & Magnetism (Lab) <sup>Adv</sup>	P. 51
ELA 153	Poetry and Short Stories	P. 24
LNG 146	Poetry in Spanish <sup>Adv</sup>	P. 57
ART 180	Portfolio Design	P. 14
MAT 121	Precalculus Part I <sup>Adv</sup>	P. 42
MAT 131	Precalculus Part II <sup>Adv</sup>	P. 42
SOC 142	Psychology	P. 34
ELA 154	Public Speaking	P. 24
SOC 180	Revolutions! (World History from 1450 to 1900)	P. 34
SCI 103	Science Foundations	P. 47
SCI 176	Science Practicum (Lab) <sup>Adv</sup>	P. 51
SOC 145	Sociology	P. 35
LNG 135	Spanish Conversation for Travel	P. 57
LNG 130	Spanish Foundations 1 & 2	P. 56
LNG 131	Spanish Foundations 3	P. 56
SOC 143	Sports and Society	P. 35
ELA 175	Sports Literature	P. 22
MAT 154	Statistical Applications	P. 42
ELE 130	Student Internships	P. 27
ART 160	Studio Art	P. 13
ART 105	The Art of Craft	P. 13

<b>Course Number</b>	<b>Course Title</b>	<b>Page Number</b>
SOC 120	The Human Story	P. 32
SOC 171	U.S. History: "Crisis of Confidence" to "Yes We Can"	P. 33
SOC 172	U.S. History: From the Progressive Era to the New Deal	P. 32
SOC 173	U.S. History: World War II to Vietnam	P. 32
CIS 110	Using Unity to Create Interactive Games	P. 15
SCI 177	Wildlife Biology (Lab) <sup>Adv</sup>	P. 52
ELE 125	Work Based Learning	P. 26
ELE 120	Work Based Learning Seminar	P. 26
ELA 155	Writing for Careers	P. 24
ELA 121	Young Adult Literature	P. 21
ELE 200	Youth Participatory Action Research	P. 25
<sup>Adv</sup> Indicates courses pre-approved as Advanced for Graduation with Distinction		

## Artistic Expression Departments

*Please note students can address their Artistic Expression Proficiencies through successful completion of two courses in Visual, Performing or Musical Arts*

Visual Arts Proficiencies & Indicators
<b>1-CREATE:</b>
1.1-Generate and conceptualize artistic ideas and work.
1.2-Organize and develop artistic ideas and work.
1.3-Define and complete artistic ideas and work.
<b>2-PRESENT:</b>
2.1 Select, analyze and interpret artistic work for presentation.
2.2 Develop and refine artistic techniques and work for presentation.
2.4 Convey meaning through the presentation of artistic work.
<b>3-RESPOND:</b>
3.1 Perceive and analyze artistic work.
3.2 Interpret intent and meaning in artistic work.
3.3 Apply criteria to evaluate artistic work.
<b>4-CONNECT:</b>
4.1 Synthesize and relate knowledge and personal experiences to make art;
4.2 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

### Course Offerings

#### **Art 1 Options:**

#### **ART 100 - FOUNDATIONS IN VISUAL ARTS**

*Please note all Visual Art Proficiencies and Indicators can be addressed in Foundations*

This is the comprehensive foundation to all other fine arts courses. While students are exposed to a variety of 2D and 3D media and have many opportunities to practice art skills and techniques, emphasis is put on the creative process. Students will develop their individual artistic voice using Creative Thinking Process (Ideation, Investigate-Play-Practice, Plan, Create), while exploring a variety of techniques and processes, the elements and principles of art and design, using overarching themes as a guide to create original artwork. Students will be exposed to art in its historical, cultural, and contemporary contexts. Students are expected to display work, participate in critiques and the annual art show, and keep a digital portfolio of artwork with reflections.

## **ART 105 - THE ART OF CRAFT**

*Please note all Visual Art Proficiencies and Indicators can be addressed in this course*

This Art course is intended for students who are interested in the creative process and like to work with their hands. Students will develop an appreciation for handicrafts by exploring various techniques employed by different cultures around the world. Students will create original works of both functional and decorative art. Students will get to experience working with a variety of different mediums such as fiber, metal, clay, and wood, while learning multiple studio techniques and processes. For each project, students will consider design elements and aesthetic attributes.

## **ART 110 - INTRODUCTION TO GRAPHIC DESIGN**

*Please note all Visual Art Proficiencies and Indicators can be addressed in this course*

In this course students will use design as a creative process in communication. Students will also explore various methods used to create and combine words, symbols, and images to create a visual representation of ideas and messages. Students will use the basic elements and principles of art and also learn how to use the computer programs Adobe Photoshop and Adobe Illustrator, among others.

### **Art 2 Options:**

#### **ART 160 - STUDIO ART**

*Prerequisite: An Art 1 course*

*Please note all Visual Art Proficiencies and Indicators can be addressed in Studio Art*

Throughout the duration of this course, students will have continuous opportunities to explore their own ideas and interests through self-designed choice projects using overarching themes as their guide. Students are expected to display work, participate in critiques and the annual art show, and keep a digital portfolio of artwork with reflections. Bring an open mind, a desire to experiment, and a willingness to get involved in the creative process.

#### **ART 130 - CERAMICS**

*Prerequisite: An Art 1 course*

*Please note all Visual Art Proficiencies and Indicators can be addressed in this course*

This course will build upon skills in the three basic methods of handbuilding: pinch, slab, and coil, and have an introduction to wheel throwing. Students will be expected to create original works of art while practicing techniques. Students will learn about the stages of clay and the fundamentals of glazing and firing, surface textures, design form and function. We will explore contemporary ceramics as well as cultural connections throughout ceramics' long history. Students will also be expected to keep a digital portfolio and participate in critiques. *(Please note this course will be offered every other year depending on requests)*

#### **ART 140- DIGITAL PHOTOGRAPHY**

*Prerequisite: An Art 1 course*

*Please note all Visual Art Proficiencies and Indicators can be addressed in this course*

In this introductory course, students will explore the history of photography, photographic genres, aesthetics, photography as an art medium, and develop a working knowledge of digital camera anatomy and function as well as Adobe Photoshop as a photo alteration program.

Visual composition will be explored through working with the elements and principles of art and design. Students will present and reflect upon their images via digital portfolios, blogging, written responses, and class critiques.

### **ART 150 - INTRODUCTION TO JEWELRY MAKING**

*Prerequisite: An Art 1 course*

*Please note all Visual Art Proficiencies and Indicators can be addressed in this course*

This course is designed to introduce students to metal/jewelry design as an art form. It is an introduction to the basic techniques necessary for the design and fabrication of jewelry and small three-dimensional forms. Students will utilize basic metal construction processes—sawing, filing, soldering, finishing, and casting, as well as, piercing, soldering, surface texturing, polishing and forming. Various materials and techniques are explored while learning the fundamentals of contemporary jewelry design. The history of jewelry design is introduced. Students learn through demonstrations, tutorials, critiques, presentations, and guided work time.

### **Art 3 Options:**

#### **ART 170 - ADVANCED STUDIO ART (Art 3)**

*Prerequisite: An Art 2 course*

*Extended Visual Art proficiencies are addressed in this course*

This advanced course is designed for highly motivated visual arts students who will work at their own pace to create artwork that is self-designed. While technical artistic skills and techniques are honed, emphasis is put on exploring materials, processes, and ideas through practice, experimentation, and revision. This course will encourage students to get even more focused with their artwork through exploring a sustained investigation through the process of developing, creating, revising, and exploring a [student] generated idea in depth. Students will be expected to curate a personal (or group) art exhibit, keep a digital portfolio, and facilitate critiques. The course can be taken multiple times.

#### **ART 180 - PORTFOLIO DESIGN**

Students desiring to go to an art school have the opportunity to build their portfolios doing an independent study. The student needs to submit a proposal and have a commitment to the process.

### **Coding Course Options:**

#### **CIS 100 - AN INTRODUCTION TO HTML, CSS AND JAVASCRIPT CODING**

*Proficiencies: Art Create & Transferable Skills*

Get an introduction to coding languages HTML, CSS, and Javascript to create interactive websites and games. As you develop an understanding of these coding languages, your ability to learn others (even those yet to be developed) will be much easier. These skills are applicable to many different jobs and can open the door to many great opportunities. Pad your resume with some coding!

#### **CIS 110 - USING UNITY TO CREATE INTERACTIVE GAMES**

*Proficiencies: Art Create & Transferable Skills*

Learn to use the Unity Game engine to create 2D, 3D, VR, and AR games as well as applications for a variety of platforms. You will have some choice as to what you will be designing. An understanding of coding is not a prerequisite, but it could be helpful when trying to create and modify your own games.

**CIS 120 - CYBERSECURITY PART 1**

*Please note this 2 Trimesters course is part 1 of a potential 3 course series*

*Open to students in grades 10-12*

Learn about Cybersecurity threats, cyber ethics, computing fundamentals, networking, cryptography, Linux, risk identification, and system administration. Expect an engaging hands-on learning environment with simulations and authentic cybersecurity applications. Participate in cybersecurity competitions as well. This is the first course in a 3 course series over 3 years.

<b>Musical Arts Proficiencies &amp; Indicators</b>
<b>1-CREATE:</b> Generate and conceptualize. Organize and develop. Refine and complete artistic work.
1.1 Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles (e.g., those studied in rehearsals).
1.2 Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles. b. Preserve draft compositions and improvisations using standard notation and/or audio recording.
1.3 Refine and complete draft melodies, rhythmic passages, and arrangements for specific purposes, by working alone or collaboratively, in order to exhibit a breadth of elements/styles.
<b>2-PRESENT:</b> Analyze, interpret, and select. Develop and refine. Convey meaning through the presentation of artistic work
2.1 Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).
2.2 Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances.
2.3 Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble. b. Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.
2.4 Demonstrate attention to technical accuracy and an understanding of expressive intent in prepared and improvised performances across a diverse selection of music. b. Acknowledge and demonstrate appropriate performer and audience etiquette.
<b>3-RESPOND:</b> Perceive and analyze. Interpret intent and meaning. Apply criteria to evaluate
3.1 Apply criteria to select music for specified purposes, supporting choices by citing aural characteristics found in the music and connections to interest, purpose, and context.
3.2 Explain how analysis and the manipulation of musical elements inform the response to music.
3.3 Explain and support interpretations of expressive intent and meaning of musical works.
3.4 Evaluate works and performances based on personally- or collaboratively-developed criteria.
<b>4- CONNECT:</b> Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
4.1 Demonstrate how external and internal forces influence personal choices and intent when creating, performing, and responding to music.
4.2 Demonstrate understanding of relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life.



## **Course Offerings**

*Please note all Music Proficiencies and Indicators can be addressed in each Music Course.*

### **MUS 100 - CONCERT BAND**

Concert Band students have mastered the major Scales and have achieved reasonable level of sight-reading. We will be performing medium to advanced level standard and contemporary band literature in various styles. Performance opportunities will be emphasized. Admission is by audition. Concert Band meets daily for the entire school year.

### **MUS 105 - JAZZ BAND**

This is for any students that are interested in playing more contemporary styles of music such as Jazz, Rock or Pop music. Instrumentation includes, Saxophone, Trombone, Trumpet, Drum Set, Bass, Piano and Guitar. Participation is by audition and performance opportunities will be emphasized. This class meets twice per week before school for the entire school year.

### **MUS 120 - CHORUS**

Chorus is designed to offer students an opportunity to develop individual vocal technique and experience choral music in an ensemble setting. Students will explore and perform vocal music of various styles, periods, languages and geographical locations. The Choral environment is one of inclusion and diversity is valued and celebrated. Chorus students may elect to participate in music festivals as additional activities. Attendance at all performances is mandatory. No previous music training required.

### **FA24 - CHAMBER CHOIR**

Chamber Choir is a small singing ensemble with 2-3 students performing on each voice part. Students enrolled in Chamber Choir should expect to perform challenging music and be self-motivated to practice outside of the course meeting time. Students must audition or be approved for participation by the choral director. This class meets twice per week before school for the entire school year.

### **MUS 155 - AP MUSIC THEORY**

Students with an advanced grasp of music reading and chord structure are invited to take a year long course in Music Theory in preparation for the Advanced Placement Music Theory Exam. (If Jazz Band and Independent Study are able to be worked out, this could be taught before school.)

### **MUS 160 - BEGINNING GUITAR**

This course would be available to all high school students, and would last for a trimester. Students would learn the basics of playing acoustic guitar, including tuning, picking, chords, reading guitar music and tabs, and soloing.

## **Performing Arts Opportunities**

### **MUS 150 - DRAMA PRODUCTIONS**

A student may receive proficiencies toward their fine arts/artistic expression requirements. A student may achieve this by participating satisfactorily in two BFA drama productions and documenting their learning.

## English Language Arts Course Selection Information

### Graduation Requirements:

All students must take **at least one** ELA course every year.

<b>Class of 2025</b> <ul style="list-style-type: none"> <li>● Global English (9th grade)</li> <li>● American Dream (10th grade)</li> <li>● <b>THREE</b> elective English courses</li> </ul>	<b>Class of 2026</b> <ul style="list-style-type: none"> <li>● Global English (9th grade)</li> <li>● <b>SIX</b> elective English courses</li> </ul>
<b>Class of 2027</b> <ul style="list-style-type: none"> <li>● Foundations of ELA 1 (required in 9th grade year)</li> <li>● Foundations of ELA 2 (required in 9th grade year)</li> <li>● <b>SIX</b> elective English courses</li> </ul>	<b>Class of 2028</b> <ul style="list-style-type: none"> <li>● Foundations of ELA 1 (required in 9th grade year)</li> <li>● Foundations of ELA 2 (required in 9th grade year)</li> <li>● <b>SIX</b> elective English courses</li> </ul>

**Electives:** Electives are available to students **after** successful completion of Foundations of ELA 1 and Foundations of ELA 2.

Electives available to <b>ALL</b> students in <b>grades 10-12</b>	Electives <b>only</b> available to students in <b>grades 11 and 12</b>
Acting Arts	AP Language and Composition with CCV Credit
Comparing Lit & Film 1 & 2	AP Literature
Contemporary Literature	Holocaust Studies
Creative Writing	Introduction to College Writing
Graphic Novels and Alternative Texts	Poetry and Short Stories
Heroes and Villains*	Public Speaking
Historical Fiction	Writing for Careers
Creative Nonfiction	
Sports Literature	
Young Adult Literature	

\*students may take this course to fulfill **either** a Global Citizenship requirement **OR** a English Language Arts requirement.

## ELA Proficiencies and Indicators Required for Graduation

### **1-SPEAKING AND LISTENING: Employ effective speaking and listening skills for a range of purposes and audiences.**

1.1-Listen actively and critically while collaborating in a range of conversations

1.2-Present their knowledge and ideas in a style appropriate to audience, purpose, and task.

### **2-READING: Comprehend, interpret, analyze, and evaluate a wide range of complex literary and informational texts.**

2.1 Identify key ideas in a text and how they are developed.

2.2 Recognize the craft and structure in a text and their impacts.

2.3 Comprehend and integrate knowledge and ideas from diverse sources.

2.4 Students use relevant, specific, and accurate evidence to demonstrate understanding of the content knowledge being assessed.

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

3.1 Use narrative techniques to develop and reflect on ideas, experiences, or events using relevant details and logical sequence

3.2 Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

3.3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

3.4 Students demonstrate command of standard English and apply knowledge of language in writing.

3.5 Students conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

## Course Offerings

### **Required Courses:**

#### **ELA 101 - FOUNDATIONS OF ELA 1**

*Required in 9th grade year*

*ELA Indicators: Speaking & Listening 1.1, Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.2, 3.4*

In this course, students will learn the foundational skills they need to be successful in ELA courses in high school. Students will learn how to use and apply writing structures, analysis tools, close reading and annotating strategies, and more. Students will also thoroughly review grammar, usage, and mechanics. Assessments will include tests, written responses, presentations, and class discussions.

## **ELA 102 - FOUNDATIONS OF ELA 2**

*Required in 9th grade year*

*ELA Indicators: Speaking & Listening 1.2, Reading 2.1, 2.3 & Writing 3.2, 3.3, 3.4*

This course builds on the skills acquired in Foundations 1. Students will deepen their understanding of writing skills, particularly writing for different purposes and audiences. Students will also be introduced to a diverse array of readings, including fiction, nonfiction, poetry, and plays. Assessments will include a research paper, tests, written responses, presentations, and class discussions.

### **Elective Courses:**

#### **Elective courses available to grades 10-12**

## **ELA 120 - GRAPHIC NOVELS AND ALTERNATIVE TEXTS**

*ELA Indicators: Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.4*

The graphic novel has become a significant medium for presenting a range of historical, social, personal, and political issues. Students in this course will explore graphic novels and other alternative texts as a means of communicating narrative, using critical media literacy skills as well as traditional text analysis. Through genre study, students will consider graphic novels as literature, examine its formal structure as it relates to content, and trace the development of themes including gender, race, sexuality, justice, and humor. Students will also construct a graphic novel of their own, both independently and collaboratively.

## **ELA 121 - YOUNG ADULT LITERATURE**

*ELA Indicators: Speaking & Listening 1.1, Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.2, 3.3, 3.4*

Young adult literature is focused on the teenage experience and the stories that help us navigate our relationship with the world. This course will explore a diverse array of these stories and why they resonate with today's readers. Students will discuss a variety of novels from the perspectives of genre, theme, characters, representations of adolescence and adulthood, and consider how these stories are relevant in their own lives. Students should expect to delve into some of the most fascinating, compelling, and relatable stories of our world today.

## **ELA 170 - ACTING ARTS**

*ELA Indicators: Speaking & Listening 1.2, 1.2, Reading 2.1, 2.2, 2.3 & Writing 3.1*

Whether you are a veteran actor or scared on the stage, this class is for all ability levels. The course focuses on the fundamentals of acting, staging, and production. Using acting theory and practice, we will cover the following concepts: Characterization & Development, Improvisation, Movement and Mannerisms, Directing, Costume Construction, Blocking, Scene Development, Vocal control and oral interpretation. This class is an opportunity to explore the performance arts without the pressure of the big stage and audience.

### **ELA 171 - COMPARING LITERATURE & FILM 1**

### **ELA 181 - COMPARING LITERATURE & FILM 2**

*ELA Indicators: Speaking & Listening 1.1, Reading 2.1, 2.2, 2.3 & Writing 3.2, 3.4*

*Please note these courses can be taken in any order.*

In this course students will read novels, watch the film adaptations, and compare and contrast the two. We will specifically look at plot, characterization, point of view, tone, and literary/film techniques and how these are similar and different in the different mediums. Students will create a variety of products to show how the books and films are similar and different.

### **ELA 173 - HISTORICAL FICTION**

*ELA Indicators: Speaking & Listening 1.1, Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.2, 3.3, 3.4*

Historical fiction will examine texts where fiction and history are equally important. Students will look at different perspectives of historical eras, events, and moments. We will also discuss the author's intentions in taking a fictional approach to history, and both the freedoms and limitations this allows them in creating their work. The goal of this class will be to learn about ourselves through other characters and the world they experienced by reading a wide range of voices from an equally wide range of times and places.

### **ELA 174 - CREATIVE NONFICTION**

*ELA Indicators: Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.2, 3.3, 3.4*

This is a course in which students will explore many different types of nonfiction. Specifically, students will examine how the medium of the text suits its message (or not), and how different styles of nonfiction are similar and different. Narrative nonfiction is the main genre of focus. There will also be a small personal nonfiction research project that students conduct. Students are expected to demonstrate their understanding of concepts in a variety of assignments, both written and spoken.

### **ELA 175 - SPORTS LITERATURE**

*ELA Indicators: Speaking & Listening 1.2, Reading 2.1, 2.2, 2.3 & Writing 3.2, 3.3, 3.4*

Because they build a sense of identity, community, solidarity, and pride, sports play a vital role in our lives. In this course, students will examine the pivotal role sports play in shaping identity on individual, societal, and global levels. Through a variety of media, students will explore how sports connect to universal topics such as: gender and race, equality and prejudice, honesty and dishonesty, perseverance and disappointment, and heroism and pride. Students will develop their independent, critical thinking skills through analysis of varied media and their treatment of sports and sports related topics.

### **ELA 172 - CONTEMPORARY LITERATURE**

*ELA Indicators: Speaking & Listening 1.1, Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.2, 3.3, 3.4*

Contemporary literature focuses on the novels, stories, and poems that are currently impactful and relevant in our world today, focusing specifically on the literature of underrepresented minorities. A variety of literature from diverse authors and experiences will be explored, with a focus on marginalized populations, authors, and experiences. Students will demonstrate their understanding of the universal themes found in literature today in a multitude of ways.

## **ELA 141 - CREATIVE WRITING**

*ELA Indicators: Speaking & Listening 1.1, Reading 2.1, 2.2 & Writing 3.1, 3.4*

This course will introduce you to creative writing, from generating ideas to revising drafts. Find your voice and develop your craft through writing exercises, as well as discussions of your own and your fellow students' written work. You will also study models drawn from fiction, poetry, and creative nonfiction, and will be encouraged to try your hand at each of these genres. Students will build a portfolio of work and class will consist of discussion of readings, in-class writing exercises, and workshop discussions.

## **HUM 140 - HEROES AND VILLAINS**

*ELA Indicators: Speaking & Listening 1.1, 1.2, Reading 2.1, 2.3 & Writing 3.2, 3.3, 3.4*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, Hist 2.1 & Social Sciences 5.1,5.2,5.3*

*NOTE: students may take this course to fulfill either a Global Citizenship requirement OR a Language Arts requirement.*

This interdisciplinary humanities course will focus on what qualities or deeds make a person a hero or villain, how the characteristics of heroes have changed over time, and the circumstances that make a person a hero or villain.

### **Courses available to 11th and 12th graders only**

## **ELA 190 - AP LANGUAGE AND COMPOSITION WITH CCV CREDIT**

*ELA Indicators: Reading 2.1, 2.2, 2.3 & Writing 3.2, 3.3, 3.4*

*College Credit English Composition - Trimester 1 (eligible for CCV credit)*

*AP Language and Composition - Trimester 1, 2, 3 (all 3 trimesters required for AP exam eligibility)*

This is a foundational college credit writing course. The course focuses on understanding the patterns of effective writing through reading, listening, and viewing non-fiction, podcasts, documentaries, letters and speeches, newspaper and magazine articles. Students build their writing skills through developing short essays and a well developed, researched argument on a substantive topic. Students are eligible for CCV credit at the end of two trimesters and are encouraged to complete all three trimesters and take the AP exam in May. AP credits are accepted as college credit both nationally and internationally.

## **ELA 191 - AP LITERATURE**

*ELA Indicators: Speaking & Listening 1.2, Reading 2.1, 2.2, 2.3 & Writing 3.2, 3.3, 3.4*

*All 3 trimesters required*

This course is designed for highly motivated students who love literature and enjoy learning through reflection and playing with the written word. Students will read novels, poetry, and drama from the 17<sup>th</sup> century to the present day, and write their own poetry and short stories. Students are encouraged to sit the Advanced Placement Exam in May.

### **ELA 151 - HOLOCAUST STUDIES**

*ELA Indicators: Speaking & Listening 1.2, Reading 2.1, 2.3 & Writing 3.1, 3.2, 3.4*

This course will focus on literature and art from the victims of the Holocaust. By examining fiction, poetry, memoir, diaries, and art, students will address the historical, religious, sociological, and political impacts of the Holocaust. Among the topics covered: bearing witness and survivor testimony, shaping the collective memory, the second generation, propaganda, antisemitism today.

### **ELA 153 - POETRY & SHORT STORIES**

*ELA Indicators: Speaking & Listening 1.1, 1.2, Reading 2.1, 2.2, 2.3 & Writing 3.1, 3.2*

This course is designed for students interested in creative reading and writing. The study of poetry and short stories is balanced with the study of language as an art form. Students will read and analyze a wide variety of poetry and short stories. Each student will also write two original short stories and compile an original poetry portfolio.

### **ELA 154 - PUBLIC SPEAKING**

*ELA Indicators: Speaking & Listening 1.1, 1.2, Reading 2.2 & Writing 3.1, 3.2, 3.3, 3.4*

In this public speaking course students have the opportunity to improve their skills in public speaking, oral interpretation of literature, radio announcing, panel discussions, interviews, and storytelling. The course introduces the fundamentals of good public speaking that are applicable in every interview, profession, and discussion. Participants are more confident in their speaking and writing skills as a result. Students will incorporate the video, digital, and multimedia tools to enhance learning and performance.

### **ELA 155 - WRITING FOR CAREERS**

*ELA Indicators: Writing 3.1, 3.2, 3.3, 3.4*

This course prepares students for careers as it focuses on developing practical writing skills. Students will learn how to write professionally for a variety of careers, as well as important communication skills for success in the workforce. Students will also learn a variety of writing skills necessary for working in the 21st century.

### **ELA 156 - INTRODUCTION TO COLLEGE WRITING**

*ELA Indicators: Writing 3.1, 3.2, 3.3, 3.4*

This class is designed to be an introduction to writing in college. Students will learn about the types of academic writing expected in a variety of college courses, and practice the skills connected to those writing formats. Using the process of brainstorming, outlining, drafting, revising, and editing, students learn to write a variety of well-organized, logical essays and produce writing that is largely free of minimum-standard writing errors.



## **Elective Course Offerings**

### **ELE 105 - DRIVER EDUCATION**

*Prerequisite: Possession of a Vermont Learner's Permit.*

*Placement will be by grade level, with Seniors first, then Juniors, then Sophomores by birth date. If extra spots remain, 9th graders who requested Driver Education on their course requests will be offered spots based on birthday.*

Students enrolled in this course will acquire a foundation of knowledge and driving skills. They will receive a minimum of 30 hours of classroom instruction, six hours of observation time and six hours of behind-the-wheel instruction time from a certified instructor. Vermont laws and the Department of Motor Vehicles require students to document 40 hours of driving outside of school with an unimpaired adult over the age of 25 with a valid license sitting in the passenger seat. Students must meet all course requirements to be awarded the appropriate certificate from the State of Vermont.

Students are responsible for having their permit with them on the first day of class. While enrolled in the class students will need to use some Advisory time for Driver Education. Placement will be by grade level, with Seniors first, then Juniors, then Sophomores by birth date. Students must request Driver Education on their course request form. Because of the demand for this class, students who fail or are removed from class will be eligible to request Driver Education again after a full calendar year. Driver Education will not be offered in the summer. Students who do not request Driver Ed on their Course Request Form may be able to still take the class on a space available basis.

### **ELE 200 - YOUTH PARTICIPATORY ACTION RESEARCH (YPAR)**

*Transferable Skill Indicators: Communication, Creative and Practical Problem Solving, Informed and Integrative Thinking, Responsible and Involved Citizenship, Self-Direction*

Are you interested in developing your research and leadership skills? Students will prepare and conduct research projects that focus on positive changes for BFA Fairfax. Students will study group development, leadership styles, and research processes. We will practice communication, team building, and problem solving skills. Students should be open to public speaking, facilitating group activities, and receiving feedback. See Dr. Jensen Welch for more details.

## Flexible Pathways

Our Flexible Pathways program promotes opportunities for students to achieve and demonstrate college and career readiness through high quality educational experiences that acknowledge individual goals, learning styles, student interests, and abilities. While Flexible Pathways are embedded into every class at BFA Fairfax, there are also specific opportunities available outside of the classroom and the school as well. These opportunities are often student-directed and happen in collaboration with staff and community partners. Your creativity and individual goals can set the limits of what your Flexible Pathway may look like. Please contact the Flexible Pathways Coordinator for more information.

Jesse Gaudette [jgaudette@fwsu.org](mailto:jgaudette@fwsu.org)

### **Flexible Pathways programs include:**

- Work Based Learning
- Student Internships
- Online courses through Edmentum (Plato) and VTVLC
- Dual Enrollment courses at Vermont colleges for Juniors and Seniors
- Career Exploration
- Independent Study and Exploration Projects *(With support of Flexible Pathways Coordinator and Content Specific faculty and staff)*
- Extended Learning Opportunities

### **ELE 110 - ONLINE LEARNING**

Students may earn BFA Fairfax proficiencies through accredited online learning platforms. BFA Fairfax has a learning relationship with Edmentum Plato and VTVLC. Course offerings should be discussed in collaboration with a high school counselor and/or the Flexible Pathways Coordinator. Opportunities are available for students to take online classes over the summer term.

### **ELE 120 - WORK BASED LEARNING SEMINAR**

*Required for all Work Based Learning agreements*

Students learn the basics of a Work Based Learning partnership with a local business. Students review the best practices for student workers, current Vermont laws and statutes governing young people, safety procedures and practices, and leadership and workplace skill development. Students will review their learning goals and proficiencies and have a voice in creating their own Work Based Learning agreement. The class can feature job shadowing opportunities, as well as virtual and in person meetings with future employers. The class will provide the students with all the tools to have a successful Work Based Learning experience. (The WBL Seminar can assist a student in a job placement for a job experience).

### **ELE 125 - WORK BASED LEARNING**

*Prerequisite: Successful completion of Work Based Learning Seminar*

*Student learning goals and proficiencies determined in conference.*

Students who participate in Work Based Learning will partner with a local business for an in depth job experience. Each WBL experience will be linked to the students' goals and proficiencies defined in their WBL Seminar course. Each Work Based Learning partnership will follow the state of Vermont's standards for Work Based learning, abide by the best practices in WBL, which include Vermont labor laws, workplace safety and protection, and will connect back to the students' learning. An effective Work Based Learning experience is connected to the learning goals, and supplies evidence of student learning. In addition to working, the student will complete regular assignments that align to their goals.

*All Work Based Learning partnerships are determined in collaboration with the Flexible Learning Coordinator, the High School counselors, faculty Advisors and the Administration.*

### **ELE 130 - STUDENT INTERSHIPS**

*Prerequisite: Successful completion of Work Based Learning Seminar*

*Student learning goals and proficiencies determined in conference.*

Students participate in a 40 hour field based requirement for an internship experience. Students will be assisted in finding placement for an Internship through the Work Based Learning Seminar course (which is a prerequisite). Placement assistance can include informational interviews, shadow days, and the drafting of an Internship agreement once an appropriate site is found. Students will complete regular assignments, reflections and skill building which will culminate in a portfolio review at the end of the trimester. All Internships must follow State and Federal labor laws and best practices defined in Vermont's Work Based Learning Manual.

*All Student Internships are determined in collaboration with the Flexible Learning Coordinator, the High School Counselors, faculty Advisors and the Administration.*

### **ELE 100 - DUO-Do Unto Others**

*Transferable Skills Indicators*

This experience is designed to allow participation and involvement by the student in areas where they can assist others. Selection by the student of a particular DUO experience must have permission of a school counselor and participating teacher. Providing service to the community will also be considered for DUO. DUO will not be considered for the requirements for graduation.

### **INDEPENDENT STUDY AND EXPLORATION PROJECTS**

*Student learning goals and proficiencies determined in conference.*

Students can pursue academically acceptable subjects not available in the high school curriculum, or to expand on an existing course for full or partial credit. Independent studies need to be coordinated with and receive prior approval from the teacher, administration and guidance. Independent Study projects are often in collaboration with a subject area teacher or content expert in our community. Each project will include a summative project that demonstrates student learning that connects to their outlined learning goals. Students that request an off site Independent study are encouraged to take the Work Based Learning Seminar course as a prerequisite.

*All Independent Study projects are determined in collaboration with the Flexible Learning Coordinator, the High School Counselors, faculty Advisors and the Administration.*

## **EXTENDED LEARNING OPPORTUNITIES**

*Student learning goals and proficiencies determined in conference.*

Students can participate in co-curricular activities or pursuit outside of the school day where learning and skill development is present. Students can link, in collaboration with their academic advisor, counselor and Flexible Learning Coordinator; experiences and activities to their learning plan. This experience may be similar to an independent study, but geared toward students that need more academic and logistical support. Examples may include learning projects around a hobby or community service project. This may include regular meetings with the Flexible Learning Coordinator (both on and off campus) and student work that demonstrates evidence. All projects connect to the student's learning portfolio (student website) and learning goals.

*All Extended Learning Opportunities are determined in collaboration with the Flexible Learning Coordinator, the High School Counselors, faculty Advisors and the Administration.*

## **CAREER EXPLORATION**

The Flexible Learning coordinator serves as a resource for all BFA Fairfax students who want further information about career and college readiness. Time can be made available for skill building, resume building, job search and job exploration. Examples can include Informational Interviews, job shadows, and workplace skill building. This time can be linked to the student's learning goals, or simply part of the career and college discovery process.

*Discussions regarding career exploration should also include the High School counselors.*

## **DUAL ENROLLMENT**

*These courses offer the opportunity for college credit as well as high school evidence towards indicators and proficiencies.*

Students who have successfully completed their tenth grade year are eligible for two free tuition vouchers to be used anytime prior to high school graduation. Interested students should explore the individual college websites for eligible courses before applying for their voucher. For more information visit:

<https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment>

Students can take courses at the following schools:

Bennington College

SIT Graduate Institute

Champlain College

Sterling College

Community College of Vermont

University of Vermont

Goddard College

Vermont State University

Landmark College

Vermont Technical College

Norwich University

Saint Michael's College

*If you are interested please contact your school counselor for details on the process of enrolling*

## **TECHNICAL CENTERS**

Students can apply for technical education programs through the Center for Technology Essex, Burlington Technical Center and Northwest Career & Technical Center. Students are encouraged to put in applications to all of the technical centers during the admission process. Admission to the Northwest Technical Center, for programs other than Public Safety and Fire Services, is possible for students who have that as part of their personalized learning plan. Please discuss with your school counselor.

Applications are typically due in February for the following school year, these deadlines are set by each individual technical center. Please review their website for the most up to date information. There are offerings for sophomore, junior and senior years. *Through these programs students can address proficiencies towards graduation at BFA.*

For more information visit their websites:

CTE- <https://www.ewsd.org/cte>

BTC-<http://btc.bsdrv.org/>

NCTC-<https://www.maplerun.org/o/nwtc>

## Global Citizenship Department Course Selection Information

### Graduation Requirements

<p style="text-align: center;"><b>Class of 2025</b></p> <ul style="list-style-type: none"> <li>● Global English (<i>9th grade</i>)</li> <li>● American Dream (<i>10th grade</i>)</li> <li>● One Government Course</li> <li>● <b>Two</b> Electives</li> </ul>	<p style="text-align: center;"><b>Class of 2026</b></p> <ul style="list-style-type: none"> <li>● Global English (<i>9th grade</i>)</li> <li>● One Trimester US History</li> <li>● One Trimester Social Science</li> <li>● One Trimester Government</li> <li>● <b>Three</b> Electives</li> </ul>
<p style="text-align: center;"><b>Class of 2027</b></p> <ul style="list-style-type: none"> <li>● Foundations of Global Citizenship (<i>9th grade</i>)</li> <li>● One Trimester US History</li> <li>● One Trimester Social Science</li> <li>● One Trimester Government</li> <li>● <b>Four</b> Electives</li> </ul>	<p style="text-align: center;"><b>Class of 2028</b></p> <ul style="list-style-type: none"> <li>● Foundations of Global Citizenship (<i>9th grade</i>)</li> <li>● One Trimester US History</li> <li>● One Trimester Social Science</li> <li>● One Trimester Government</li> <li>● <b>Four</b> Electives</li> </ul>

<p>Courses available to students <b>AFTER</b> successful completion of Foundations</p>	<p>Courses available only to students in <b>grades 11 and 12</b></p>
<ul style="list-style-type: none"> <li>● Creating a Sustainable and Equitable World</li> <li>● Criminal Justice</li> <li>● The Human Story</li> <li>● Heroes and Villains</li> <li>● Freedom and Unity: Vermont History</li> <li>● Ancient Empires (World History from 2000 BCE to 1500 CE)</li> <li>● Native American History</li> <li>● Revolutions! (World History from 1450 to 1900)</li> <li>● US History: Progressive Era to New Deal</li> <li>● US History: WWII to Vietnam</li> <li>● US History: "Crisis of Confidence" to "Yes, We Can"</li> </ul>	<p>All in left column</p> <ul style="list-style-type: none"> <li>● AP US History</li> <li>● AP US Gov't and Politics</li> <li>● AP Psychology</li> <li>● College Economics (CCV)</li> <li>● Economics: Markets and Investing</li> <li>● Sociology</li> <li>● Psychology</li> <li>● Sports and Society</li> <li>● Philosophy</li> <li>● Know Your Rights</li> <li>● Current Events and Political Affairs</li> <li>● Creating a Sustainable &amp; Equitable World</li> </ul>

<b>Global Citizenship Proficiencies and Indicators Required for Graduation</b>
<b>1-HISTORICAL INQUIRY</b>
1.1 Explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not their own.
1.3 Students use accurate and specific evidence to demonstrate content knowledge.
<b>2-HISTORY: Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.</b>
2.1 Explain the historical origins of pivotal individuals, groups, events, and ideas; and how they are interpreted over time.
<b>3-CIVICS, GOVERNMENT &amp; SOCIETY:</b>
3.1 Explain how and why rules and laws are created, interpreted, and changed.
3.2 Explain how individuals and groups of people have brought about change locally, statewide, nationally and/or internationally.
3.3 Explain how government and political institutions function at multiple levels and debate their effectiveness.
<b>5- SOCIAL SCIENCES:</b>
5.1 Evaluate what determines and constrains human behavior.
5.2 Evaluate social institutions and structure to explain how social patterns are created and maintained over time
5.3 Evaluate the causes and effects of limited resources, and explain possible solutions

### **Course Offerings**

**Required Courses:**

**SOC 100 - FOUNDATIONS OF GLOBAL CITIZENSHIP**

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, History 2.1, Civics, Government, and Society 3.1, Social Sciences 4.2*

9th Grade Foundations introduces and reinforces key skills that students will need in all of their Global Citizenship classes. The skills are focused around sourcing of information and validity and reliability of information, organized writing, and sharing information through speaking. 9th Grade Foundations also gives an introduction to the content offered in all Global Citizenship courses: Inquiry, History, Civics, Government, and Society, and Social Sciences.

All students must complete one elective in Social Studies

All students must complete one elective in US History

All students must complete one elective in Government

**Elective courses available to all grades after successful completion of Foundations**

**SOC 120 - THE HUMAN STORY**

*Please note this class is only available to 9th and 10th grade students*

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1 & 3 Social Sciences 1,2,3*

In this course students will explore why we tell stories. Students will look at what makes us human and what shapes our beliefs. What does the Plague teach us about human nature? What causes revolutions and change? Why are some revolutions violent while others are peaceful? How are the religions of the world similar?

**SOC 172 - US HISTORY: FROM THE PROGRESSIVE ERA TO THE NEW DEAL**

*Satisfies US History Requirement*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, History 2.1, CGS 3.1, Social Sciences 4.2 & 4.3*

US History course focusing on the first half of the 20th century. The 20th century was known as “America’s Time” but it didn’t look that way at the outset. How did the United States become a world power? How were we able to weather the Great Depression and World War 1? This course will focus on how the United States changed and adapted as it formed our modern democracy. Topics will include the Progressive Era, World War 1, Roaring 20s and the Harlem Renaissance, the Great Depression, the New Deal, and all the social and political changes in our nation. This course will build off of the skills established in 9th grade foundations, including analyzing sources, writing, and speaking.

**SOC 173 - US HISTORY: WORLD WAR II TO VIETNAM**

*Satisfies US History Requirement*

*Inquiry 1.1 & 1.3, History 2.1*

This US History course focuses on the events of the mid-20th century. At the onset of World War 2, America was placed in a unique position of influence on the world stage. How did America become a world superpower? How did America use this status to influence the world around it? How would these changes affect American society and culture? Topics we'll discuss include World War 2, the Cold War, the Space Race, the Civil Rights Movement, Woodstock, and the Vietnam War. This course will build off of the skills established in 9th grade foundations, including analyzing sources, writing, and speaking.

**SOC 165 - CRIMINAL JUSTICE**

*Satisfies Government Requirement*

*Inquiry 1.1 & 1.3, Civics, Government, and Society 3.1 & 3.2*

Students will critically examine the criminal justice system in the US by working a case from the Innocence Project. Students will see how the current and past system have led to many



innocent people being wrongfully convicted and imprisoned for crimes they did not commit. Through the investigation of the IP client, students will uncover how something like this can and does occur, noting that there is bias, racism, harsh mandatory minimums, the flaws and malpractice within the prison system, etc. Students will then learn the power of storytelling through a three episode podcasting series that will be marketed and uploaded to Spotify to shed light on the injustices that occur with our country. Each segment/episode of the person's story will highlight a piece of the system, e.g. policing, prosecution/mandatory minimums, - prison life population, demographics, punishment - adjusting after prison, thinking about those who lose their rights as a felon along with mental aspects. This is a team experience and everyone will have a role with the creation, marketing, and product of the series.

### **SOC 171 - US HISTORY: "CRISIS OF CONFIDENCE" TO "YES WE CAN"**

*Satisfies US History Requirement*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, History 2.1*

This US History course focuses on the end of the 20th century and the beginning of the 21st century. The 20th century was known as "The American Century." Could the same be said for the 21st century? The course will look at the changes in the United States from the 1980s to today. A focus will be on the importance and changes to American Democracy. Topics include the Reagan Era, End of Cold War, domestic challenges of the 1990s, 9/11 and terrorism, ubiquity of the internet, and the social and political challenges of the 2010s. This course will build off of the skills established in 9th grade foundations, including analyzing sources, writing, and speaking.

### **SOC 170 - FREEDOM AND UNITY: VERMONT HISTORY**

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, History 2.1, Civics, Government, and Society 3.1 & 3.3*

"Freedom and Unity" is Vermont's motto. Throughout this course we will see where Vermonters were united as well as where they prioritized their freedom and independence. We will also ask "What does it mean to be a Vermonter?" This course will cover the political, social, and cultural history from indigenous peoples to the present day. It will also explore how the geography of Vermont has effected its past and present. A focus on writing, reading, and researching will be key. This course will take advantage of field trips and read multiple surveys of Vermont History.

### **SOC 174 - ANCIENT EMPIRES**

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, History 2.1, Social Sciences 1.3, CGS.2*

This course is designed to allow students to explore the historical development of civilization from the beginnings of civilization to the Renaissance. How do empires rise and what makes them fall? What maintains a civilization? How are we still affected today by events of thousands of years ago? This class will investigate these questions and more, using the nations of the past as the focal points. Areas of study include the first empires, the Greeks, Persians, and Romans, Chinese kingdoms, the empires of Africa and the Americas. Learning is assessed through inquiry lessons, presentation, and an emphasis on communication skills.

## **SOC 180 REVOLUTIONS! (World History from 1450 to 1900)**

*Inquiry 1.1 & 1.3, History 2.1, Social Sciences 1.3, CGS.2*

This course is designed to explore how our modern world was created through the revolutions that created it. How did the discovery of America revolutionize Europe, China, and history? Why was the tiny island of Britain able to amass the largest empire the world has ever known? We will explore these ideas and more in this world history course. Starting at the Reformation and discovering the New World to the Scientific Revolution, the Enlightenment, Colonialism, and the French Revolution. We will look at how events around the world have led to the shape and systems of our world today.

## **SOC 175 - NATIVE AMERICAN HISTORY**

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, History 2.1, CGS.2*

Native Americans are one of, if not the most important and influential groups in the shaping of America's history. This course will look to answer the Essential Question "How have Native Americans influenced and shaped the history and culture of North America?" We will explore topics such as the Pre-Columbian Era, First Interactions with Europeans, Native influence in the American Revolution and Civil Wars, "Manifest Destiny", the Assimilation Era, and the Termination Era. Students will develop skills in research, writing and group work.

## **HUM 140 - HEROES AND VILLAINS**

*Satisfies Social Sciences Requirement*

*ELA Indicators: Speaking & Listening 1.1, 1.2, Reading 2.1, 2.3 & Writing 3.2, 3.3, 3.4*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, Hist 2.1 & Social Sciences 5.1,5.2,5.3*

*NOTE: students may take this course to fulfill either a Global Citizenship requirement OR a Language Arts requirement.*

This interdisciplinary humanities course will focus on what qualities or deeds make a person a hero or villain, how the characteristics of heroes have changed over time, and the circumstances that make a person a hero or villain.

## **SOC 155 - CREATING A SUSTAINABLE AND EQUITABLE WORLD**

*Please note this course is available to students in grades 10-12*

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, Civics, Gov & Society 3.2 & Social Sciences 5.3*

This course investigates the UN Sustainable Development Goals, why they exist and why they are a global initiative. Students will work in teams to uncover ways in which our school, town, county, or state is not meeting the UN Goals. Teams will then work to come up with unique solutions to the problems they uncovered and will present their solution to the proper stakeholders and then develop an action plan for implementation. The goal of this course is to recognize that we are a part of a worldwide initiative that can be realized within our own community. **This project may be part of a global project where teams will connect with other students from different countries, schools, etc. This is currently in the works.**

**Courses available to 11th and 12th graders only**

**SOC 142 - PSYCHOLOGY**

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, Social Sciences 1.1, 1.2, & 1.3*

This course introduces students to the study of human behavior and its history, and allows them to investigate the Essential Question, "Why do we act the way we do?" from multiple perspectives. Each student will design, conduct, analyze and present an experiment demonstrating the scientific method. Students will also develop skills in communication, research, writing and group process.

**SOC 145 - SOCIOLOGY**

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, Social Studies 1.1, 1.2, & 1.3*

This course introduces students to the study of group behavior and its history, and allows them to investigate the Essential Question, "How do social forces effect group behavior?" from the sociological perspective. Each student will design, conduct, analyze and present a sociological study demonstrating the scientific method in the area of leadership styles or social boundaries. Students will also develop skills in communication, research, writing and group process.

**SOC 141 - PHILOSOPHY**

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1.1, Social Sciences 5.1 & 5.2*

Can Philosophy Bake Bread? Is a course like philosophy useful and necessary for individuals in the 21st century? This course will introduce students to the philosophical fields of logic, ethics, epistemology, metaphysics, and aesthetics. If questions such as: "why be good, why not be bad?", "what does it mean to be smart?," and "what is real?" interest you then this is your course! We will explore these questions through readings from philosophers and *Sophie's World*. It is important that students are unafraid--or willing to improve their ability--to try and answer unanswerable questions. Students will improve their research, writing, and communication skills.

**SOC 143 - SPORTS AND SOCIETY**

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1.1 and SS 5.2*

Sports can be a reflection on our world. This course will use current and historical examples to show how sports reinforce and/or change our values and beliefs. This course will observe through the lenses of sports and race, sports and gender, sports and labor, sports and economics, and sports and nationalism. Students will use reading, writing, and research skills to debate many issues in sports.

**SOC 151 - ECONOMICS: MARKETS AND INVESTING**

*Satisfies Social Sciences Requirement*

*Global Citizenship Indicators: Inquiry 1 & 3 Social Sciences 1,2,3*

*10th graders need instructor permission*

What is the stock market? How do people make money investing? How do markets function? In this course students will explore how markets function, what they do well and what are their limitations. In addition this course will introduce students to investing. Topics will include stock and bond markets, mutual funds, compounding wealth, and how to manage risk while investing. Students will participate in a stock market simulation creating, managing, and tracking their own portfolios.

## **SOC 150 - COLLEGE ECONOMICS**

*CCV credit available*

*Satisfies Social Sciences Requirement*

*Inquiry 1 & 3 Social Sciences 1,2,3*

This is a year-long college level course through CCV. Students will receive 3 college credits upon the successful completion of this course. The course introduces students to the study of Micro and Behavioral Economics. Students will explore the factors that influence our decision making and the impact that these decisions have. Does money change our values? Why does advertising work? Why do we need to have an intimate relationship with our future self? Students will also look at the different types of investing and the risk associated with investing. Students will read the novel "Outliers" by Malcolm Gladwell, "Invisible Influence" by Jonah Berger, and various other related essays.

## **SOC 192 - AP PSYCHOLOGY**

*Satisfies Social Sciences Requirement*

*Advanced Global Citizenship Indicators: AP Inquiry and AP Psychology Indicators*

*All 3 trimesters required*

This yearlong college-level course introduces students to the study of human behavior and its history, and allows them to investigate the Essential Question, "Why do we act the way we do?" from multiple perspectives. Units of study include research, biological processes, human development, sensation and perception, learning, personality, cognition, intelligence, stress emotion & motivation, memory, cognition & language, social behaviors, abnormal behaviors, and treatment. AP Psychology requires a commitment to significant amounts of reading and writing, including required summer assignments. Critical and evaluative thinking skills, and the practice of writing skills specific to the AP Exam (free-response) are emphasized throughout the course.

## **SOC 140 - KNOW YOUR RIGHTS**

*Satisfies Government Requirement*

*Global Citizenship Indicators: Inquiry 1 & 3 CGS 1,2*

Why can't I wear that shirt in school? When can the police search my car? Can I sue the government? In this course students will learn what civil liberties are, where they come from, why they are needed, and when they can be restricted. The foundation of this course will be

looking at the Bill of Rights and Supreme Court case law. Students will explore and debate topics such as free speech, gun rights, privacy, and the rights of the accused.

### **SOC 144 - CURRENT EVENTS AND POLITICAL AFFAIRS**

*Satisfies Government Requirement*

*Global Citizenship Indicators: Inquiry 1.1 & 1.3, Civics, Government, and Society 3.1, 3.2, 3.3*

Current Events and Political Affairs has two goals. One objective is to understand the structure and function of our government systems. The second objective will be analyzing how we share and report on political news. Students will achieve these two goals by looking at and appreciating the current news of the day. Reading news, writing, and discussing domestic and foreign topics in a nuanced and respectful way will be key skills for this course.

### **SOC 190 - AP U.S. GOVERNMENT AND POLITICS**

**Offered for 2024-25 but will NOT be offered 2025-2026**

*Satisfies Government Requirement*

*Advanced Global Citizenship Indicators: AP Inquiry and AP Government & Politics*

*10th graders require written approval from teachers*

*All 3 trimesters required*

AP U.S. Government and Politics is a year-long college level course designed to prepare students for the AP exam in May. This course will provide students with a comprehensive understanding and description of the operation of the American national government and its interactions with the American people. Students will be able to interpret, understand and explain political events in this country. Topics covered include a study of the three branches of government (legislative, executive and judicial), the bureaucracy, the media and role of public opinion, political participation including voting behavior and patterns, role of special interest groups, civil liberties and rights, and the budget making process. Summer assignment required.

### **SOC 191 - AP U.S. HISTORY**

*Satisfies US History Requirement*

**Not offered for 2024-2025 but WILL be offered 2025-2026**

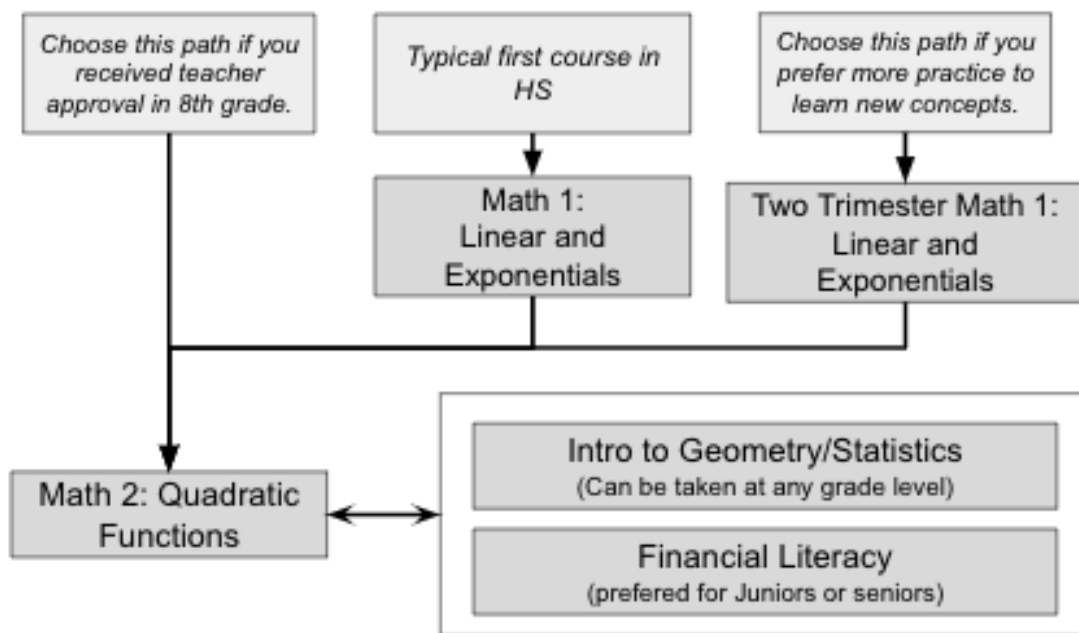
*Advanced Global Citizenship Indicators: AP Inquiry and AP US History*

*All 3 trimesters required*

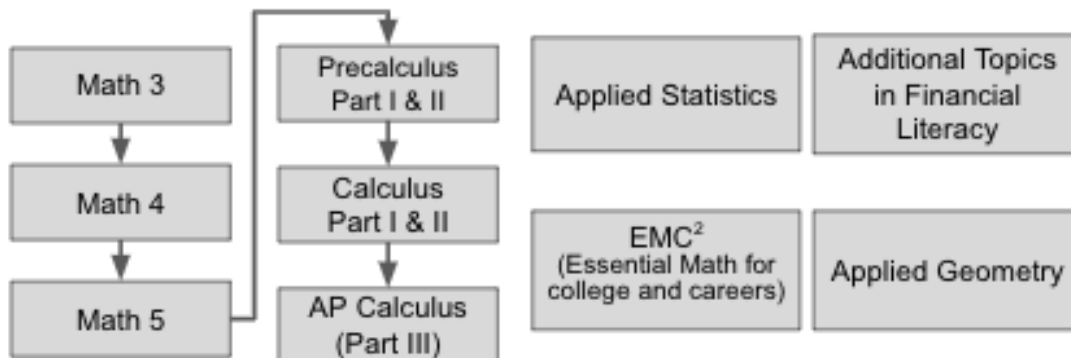
AP U.S. History is a college-level course that is designed to prepare students for the AP Exam in May. The course content covers 500 years of American history from colonial times to the present. While the course will proceed chronologically, the search for and recognition of common themes will be an important component of study. A question throughout the course will be "what does it mean to be an American?" AP U.S. History requires a commitment to significant amounts of reading and writing, including required summer assignments. Critical and evaluative thinking skills, and the practice of writing skills specific to the AP Exam (free-response and DBQ) are emphasized throughout the course.

## Math Department Course Selection Information

### Choose your path to begin high school



### To meet graduation requirements choose AT LEAST two electives



## Math Department

<b>MATH Department Proficiencies and Indicators Required for Graduation</b>
<b>1-ALGEBRA</b> Create, interpret, use, and analyze expressions, equations and inequalities.
1.1 Interpret and manipulate the structure of expressions.
1.2 Solve equations using algebraic properties to justify your reasoning.
1.3 Solve systems of equations using algebraic properties to justify your reasoning.
<b>2-FUNCTIONS</b> Use functions, including linear, quadratic, and exponential, to interpret and analyze a variety of contexts.
2.1 Understand the concept of a function, its varied representations, and use function notation.
2.2 Use different representations (table, graph, equation) of functions to model and interpret situations.
<b>3-GEOMETRY:</b> Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.
3.1 Use analytic geometry and modeling to solve problems.
3.2 Use deductive reasoning to prove geometric theorems.
<b>4-STATISTICS AND PROBABILITY:</b> Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.
4.1 Use statistics to model and interpret situations involving data.
4.2 Use and apply properties of probability to a variety of situations.
<b>5-FINANCIAL LITERACY</b>
5.1 Banking

5.2 Credit
5.3 Insurance
5.4 Taxes
5.5 Budgeting
5.6 Consumer Skills

*The mathematics program at BFA is designed to prepare students for a career or for college. It features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry. In order for students to be prepared to demonstrate proficiency, it is recommended that students take Math 1, Math 2, Math 3, Financial Literacy and two additional Math courses (updated for class of 2026).*

### Course Offerings

#### **MAT 101A - MATH 1: LINEAR AND EXPONENTIAL FUNCTIONS** (Required: Option 1 of 2)

*Algebra 1.1, 1.2, 1.3, Functions 2.1 & 2.2,*

MATH 1 is the first course in mathematics for all high school students. Topics include linear and exponential functions and reasoning with equations.

#### **MAT 101B - MATH 1: LINEAR AND EXPONENTIAL FUNCTIONS-Two Trimesters** (Required: Option 2 of 2)

*Algebra 1.1, 1.2, 1.3, Functions 2.1 & 2.2*

MATH 1 is the first course in mathematics for all high school students. Topics include linear and exponential functions, reasoning with equations, This course will meet everyday for two trimesters each school year allowing students to strengthen their foundational math skills.

#### **MATH 102 - MATH 2: QUADRATIC FUNCTIONS** (Required)

*Prerequisite: Successful completion of Math 1.*

*Algebra 1.1, 1.2, 1.3, Functions 2.2*

MATH 2 is the second course in the high school math curriculum. Topics include solving, factoring and graphing quadratic functions.

#### **MAT 103 - INTRO TO GEOMETRY AND PROBABILITY/STATISTICS**(Required)

*Prerequisite: Successful completion of Trimester Math 1.*

*Geometry 3.1 & 3.2, Statistics 4.1 & 4.2*

Topics include interpreting data, regression, probability, and geometric reasoning through triangles and quadrilaterals.

#### **MAT 104 - MATH 3: POLYNOMIAL FUNCTIONS**



*Prerequisite: Successful completion of Semester Math 2 or EMC<sup>2</sup>*

*Algebra 1.1 & 1.2, Functions 2.2*

This is a course recommended for those who plan to attend college after high school. Topics include operating, factoring, graphing, and solving Polynomial functions.

### **MAT 105 - MATH 4: TRIGONOMETRY, DESCRIPTIVE STATISTICS & FUNCTIONS**

*(Prerequisite: Successful completion of Semester Math 3)*

*Functions 2.2, Statistics 4.1 & 4.2, Geometry 3.1 & 3.2*

This course is recommended for those who plan to attend college after high school. Topics include trigonometry, using statistics to describe a population, and an introduction to Logarithms and rationals that are essential to Math 5.

### **MAT 106 - MATH 5: EXPONENTIAL, LOGARITHMIC & RATIONAL FUNCTIONS**

*(Prerequisite: Successful completion of Semester new Math 5)*

*Algebra 1.1 & 1.2, Functions 2.2*

This course is recommended for those who plan to attend college after high school. Topics studied include function models, exponential functions, logarithmic functions, and rational functions.

### **MAT 151 -ESSENTIAL MATH FOR COLLEGE AND CAREERS (EMC<sup>2</sup>)**

*Prerequisite: Math 1 and Math 2*

*Algebra 1.1, 1.2, and 1.3, Functions 2.2, Geometry 3.1*

This course will help Vermont high school students who did not earn a rating of proficient in math classes achieve college and career readiness before leaving high school. In addition, EMC<sup>2</sup> will provide an opportunity for students to achieve graduation proficiency in critical math content and practices. The consortium of GEAR UP, VSCS, and the Agency of Education has created a curriculum bringing together the best of open education materials and resources in one place. There are 16 Essential Concepts addressed by the course which are matched to Common Core Math Standards and VT High School math graduation proficiencies. Successful completion of this course (proficient in ALL 16 Essential Concepts) will mean a student can enroll directly into a college-level math course at any of the VSCS schools.

### **MAT 156 - FINANCIAL LITERACY (Required)**

*Statistics 4.1*

Financial Literacy is a personal finance course recommended for Juniors and Seniors and is essential for every high school student. This course will cover the following topics in order:

Banking, Types of Credit, Managing Credit, Insurance, Taxes, Budgeting, and Consumer Skills.

### **MAT 157 - ADDITIONAL TOPICS IN FINANCIAL LITERACY**

*Prerequisite: Successful completion of Financial Literacy*

*Statistics 4.1*

This course will delve deeper into the topics in Financial Literacy while including additional topics that may not have been covered in Financial Literacy. This course will cover similar topics to Financial Literacy with additional topics such as: Paying for College, Investing, Behavioral Economics, Career, and others.

### **MAT 153 - GEOMETRY APPLICATIONS**

*Prerequisite: Successful completion of Math 1; this course is open to any student at any point in their high school career.*

*Geometry 3.1 & 3.2*

Geometry Applications is an elective course that can fit into the math curriculum in a variety of ways. Students will explore concepts through investigative tasks and demonstrate understanding of the geometric concepts through summative projects. Possible topics include: Surface Area and Volume, Constructions, Circle Geometry, Parallel Lines and Transversals, Measurement and Scaling.

### **MAT 154 - STATISTICAL APPLICATIONS**

*Prerequisite: Successful completion of Semester Math 1; this course is open to any student at any point in their high school career.*

*Probability and Statistics Indicators: 4.1, 4.2*

Statistical Applications is an elective course that can fit into the math curriculum in a variety of ways. Students will explore concepts through investigative tasks and demonstrate understanding of the statistical concepts through summative projects. Possible topics include: experimental design, collecting data, analyzing data, making claims, probability, integration of technology and statistics, data visualizations.

### **MAT 121 - PRECALCULUS PART I**

*Prerequisite: Successful completion of Math 5*

*Algebra 1.1 & 1.2, Functions 2.2, Geometry 3.1*

Precalculus is recommended for students who are interested in furthering their math knowledge in preparation for a college major with a math/science focus. Upon completion of Precalculus Part 1, students will be able to take Precalculus Part 2. Topics studied include trigonometry and vectors, algebra and graphing review, and prerequisites to calculus.

### **MAT 131 - PRECALCULUS PART II**

*Prerequisite: Successful completion of Precalculus Part I*

*Algebra 1.2 & 1.3, Functions 2.2*

Precalculus is recommended for students who are interested in furthering their math knowledge in preparation for a college major with a math/science focus. Upon completion of Precalculus

Part 2, students will be able to take Calculus. Topics studied include algebra and graphing review, and prerequisites to calculus.

### **MAT 122 - CALCULUS PART I**

*Prerequisite: Successful completion of PreCalculus Part I & II.*

*Advanced Coursework: Limits and Derivatives.*

**This course is the first Trimester of the year long AP Calculus course.** Please only select this course if you plan to take only the first Trimester. This course includes the study of limits, derivatives, integrals, and their applications. This class is offered in the Fall.

### **MAT 132 - CALCULUS PART II**

*Prerequisite: Successful completion of PreCalculus Part I.*

*Advanced Coursework: Limits, Derivatives, and Integrals.*

**This course is the second Trimester of the year long AP Calculus course.** Please only select this course if you plan to take only the first and second Trimester. This course includes the study of limits, derivatives, integrals, and their applications. This class is offered in the Winter.

### **MAT 192 - AP CALCULUS**

*Prerequisite: Successful completion of CALCULUS part I & II.*

*Advanced Coursework: Limits, Derivatives, and Integrals.*

***This is a 3rd trimester course for students with the desire to take the AP Calculus exam.***

Signing up for this course does not require you to take the AP exam but will allow you the opportunity to take the AP exam. You may choose to not take the exam at the end of both Calculus Part I and Part II. This course includes the study of limits, derivatives, integrals, and their applications and prepares for the AP Exam.

### **MAT 152 - ADVANCED CALCULUS**

*Prerequisite: Calculus AB and the desire to take the AP Calculus BC exam.*

*Advanced Coursework: Limits, Derivatives, and Integrals.*

This is an independent study course that will briefly review Calculus AB topics, introduce new topics including integration by parts and parametric equations and prepare for the AP exam.



## Physical Education & Health Department

Physical Education & Health Proficiencies Required for Graduation
<b>1-KNOWLEDGE:</b> Students demonstrate a working knowledge of health and wellness concepts.
<b>2- PHYSICAL LITERACY:</b> Students perform motor skills that enable participation in meaningful physical activity.
<b>3-SOCIAL SKILLS:</b> Students display social skills that contribute to successful cooperation, collaboration, and communication through wellness activities.
<b>4-DECISION MAKING SKILLS:</b> Students demonstrate and implement strategies related to personal wellness.

### Course Offerings

*The four required proficiencies are addressed throughout Health & PE*

#### **HPE 100 - PHYSICAL EDUCATION**

During this class students will develop fitness evaluation skills and goal setting strategies for the five components of fitness. Students will be challenged to reach competency in various individual and team sports with an emphasis on lifetime activities. Units will continually challenge and create student growth in cognitive, social /affective and motor skill areas. Students will develop skills and goals for lifelong wellness.

#### **HPE 110 - ALTERNATIVE PHYSICAL EDUCATION**

There are two ways that a student can receive an alternate physical education proficiency. In both ways students must provide evidence for all physical education and health indicators not previously met.

A. Sports: A student must participate in the same school-sponsored sport for two seasons.

B. Alternative Program: Students must receive pre-approval if they choose an alternate program, submitting a letter that provides a detailed description of their chosen program. Students must receive supervised instruction from a certified instructor for a minimum of 60 hours.

**HPE 120 - HEALTH**

Health education for high school students is a course aimed at identifying and preventing the most important health issues facing teens today. Some of the health issues discussed include alcohol and drug abuse, eating disorders, teen suicide, relationship abuse, teen pregnancy and sexually transmitted diseases. Students will be challenged to reflect on their lifestyle choices and to consider the short-term and long-term effects of decisions that they make. Health education promotes the core belief that health knowledge and shaping a positive attitude lead to making healthy lifestyle choices.

**HPE 130 - PHYSICAL HEALTH: FITNESS AND NUTRITION**

This course meets in the Fitness Room and is a workshop to plan and practice your own fitness and nutrition needs. Learn about the ways sleep, exercise and nutrition impact all aspects of wellness. Learn how to set goals, build self confidence, push yourself and develop routines that work for you.

**HPE 150 - DIMENSIONS OF HEALTH**

*Prerequisite: Health*

This course is an opportunity to take your knowledge about the different dimensions of wellness that you learned in your previous health class and apply them to your own life. Expand and practice your own health management skills, reflect and set goals.

## Science Course Selection Information

### Graduation Requirements:

<p><b>Class of 2025</b></p> <ul style="list-style-type: none"> <li>● Earth and Space Science (9th grade)</li> <li>● Life Science (9th grade)</li> <li>● Physical Science (10th grade)</li> </ul>	<p><b>Class of 2026</b></p> <ul style="list-style-type: none"> <li>● Earth and Space Science (9th grade)</li> <li>● Life Science (9th grade)</li> <li>● Physical Science (10th grade)</li> <li>● <b>ONE</b> elective science course</li> </ul>
<p><b>Class of 2027</b></p> <ul style="list-style-type: none"> <li>● Science Foundations (9th Grade)</li> <li>● One Earth &amp; Space Science elective</li> <li>● One Life Science elective</li> <li>● One Physical Science elective</li> <li>● <b>Two</b> additional Electives (including 1 Lab)</li> </ul>	<p><b>Class of 2028</b></p> <ul style="list-style-type: none"> <li>● Science Foundations (9th Grade)</li> <li>● One Earth &amp; Space Science elective</li> <li>● One Life Science elective</li> <li>● One Physical Science elective</li> <li>● <b>Four</b> additional Electives (including 1 Lab)</li> </ul>

**Electives:** Electives are available to students after successful completion of Science Foundations.

*Please note: a lab course is a course where labs are integral to the curriculum, and whenever possible there will be lab work and lab reports associated with each unit.*

Electives available to all students ALL <b>grades 9-12</b>	Electives only available to students in <b>grades 11 &amp; 12</b>
<ul style="list-style-type: none"> <li>● Life Science 1: Ecology &amp; Evolution</li> <li>● Life Science 2: Heredity &amp; Genetics</li> <li>● Physical Science 1: Forces &amp; Motion (10th grade)</li> <li>● Physical Science 2: Introduction to Chemistry (10th grade)</li> <li>● Geology &amp; Meteorology</li> <li>● Astronomy</li> <li>● Forensics</li> </ul>	<ul style="list-style-type: none"> <li>● Anatomy &amp; Physiology (Lab)</li> <li>● AP Environmental Science (Lab)</li> <li>● Botany 1- Fall (Lab)</li> <li>● Botany 2- Spring (Lab)</li> <li>● Chemistry 1: Matter &amp; Energy (Lab)</li> <li>● Chemistry 2: Quantitative Analysis (Lab)</li> <li>● Chemistry 3: Atomic Structure &amp; Chemical Bonding (Lab)</li> <li>● Environmental Science (Lab)</li> <li>● Life Science 3: Adv Biology (Lab)</li> <li>● Physics 1: Kinematics (Lab)</li> <li>● Physics 2: Dynamics and Energy (Lab)</li> <li>● Physics 3: Electricity and Magnetism (Lab)</li> <li>● Science Practicum (Lab)</li> <li>● Wildlife Biology (Lab)</li> </ul>

<b>Science Department Proficiencies Required for Graduation</b>
<b>1-INVESTIGATE</b>
1.1 Ask Questions & Define Problems
1.2 Plan & Carry Out Investigations
1.3 Demonstrate Content Knowledge
<b>2-ANALYZE</b>
2.1 Use Math & Computational Thinking
2.2 Analyze & Interpret Data
<b>3-EXPLAIN</b>
3.1 Construct Explanations & Design Solutions
3.2 Develop & Use Models
3.3 Engage in an Argument from Evidence
<b>4- COMMUNICATE</b>
4.1 Obtain, Evaluate & Communicate Information

### Course Offerings

#### Required Courses

#### **SCI 103 SCIENCE FOUNDATIONS**

In this course, you will learn the foundational skills you need to be successful in Science courses in high school. These skills are those which are required for us to gain an understanding of the natural world around us including planning and conducting an investigation; analyzing and interpreting data; constructing explanations; and obtaining, evaluating, and communicating scientific information among others. The content will be focused on figuring out the physical science, earth and space science, and life science behind Climate Change.



## **Elective Courses**

*Electives are available to students after successful completion of Science Foundations.*

*Please note: a lab course is a course where labs are integral to the curriculum, and whenever possible there will be lab work and lab reports associated with each unit.*

**All students must complete one elective in Earth & Space Science**

**All students must complete one elective in Life Science**

**All students must complete one elective in Physical Science**

### **Elective courses available to all grades**

#### **SCI 170 - ASTRONOMY**

Satisfies Earth & Space Science Requirement

*INV.1, INV.3, ALZ.1, ALZ.2, EXP.2, COM.1*

This course will cover the seasonal changes observed in the night sky including constellations, galaxies, stars, planets, and the sun and the moon. Instrumentations such as satellites, telescopes and spectrometers will be studied along with techniques used to measure the size and distance of astronomical objects. Students will also be informed regarding current events in the field of astronomy.

#### **SCI 180 - GEOLOGY & METEOROLOGY**

Satisfies Earth & Space Science Requirement

*INV.1, INV.3, ALZ.1, ALZ.2, EXP.2, EXP.3, COM.1*

In this course students will develop knowledge and understanding of geology and meteorology. Incorporating the Next Generation Science Standards, students will use the tools of observation to learn about mapping, earth movements and materials, geologic time, resource extraction and use as well as Vermont geology. Students will also study the interaction of the earth's atmosphere with the land, oceans and life as well as examine climate change data.

#### **SCI 101 - LIFE SCIENCE 1: ECOLOGY & EVOLUTION**

Satisfies Life Science Requirement

*ALZ.1, ALZ.2, EXP.2, EXP.3*

In this course, you will explore the living world around us! Topics will include learning about biological evolution, natural selection, ecosystems, populations, and the impacts of human activities on biodiversity.

#### **SCI 121 - LIFE SCIENCE 2: HEREDITY & GENETICS**

Satisfies Life Science Requirement

*INV.1, ALZ.1, EXP.1, EXP.3*

In this course, you will continue exploring the living world around us and learn about the characteristics and biochemistry of life, homeostasis, DNA, protein synthesis, and heredity.

### **SCI 173 - FORENSIC SCIENCE**

Satisfies Life Science Requirement

In this course, you will observe, collect, evaluate and interpret physical evidence and use aspects from a broad spectrum of sciences: biology, botany, chemistry, and physics to answer questions of interest to the legal system.

### **SCI 102 - PHYSICAL SCIENCE 1: FORCES & MOTION**

Satisfies Physical Science Requirement

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.2, COM.1*

This course is designed to introduce students to physical science as well as to lay a foundation for upper level science courses. The course uses class discussion and laboratory experiments to cover topics such as essential math skills, uniform and nonuniform motion, forces, Newton's laws and Energy.

### **SCI 122 - PHYSICAL SCIENCE 2: INTRO TO CHEMISTRY**

Satisfies Physical Science Requirement

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.2, COM.1*

In this course, students will be introduced to the fundamentals of Chemistry. Topics include the development of the atomic model, Kinetic Theory and Chemical properties and Changes.

### **Elective courses available to 11th and 12th graders only**

### **SCI 131 - LIFE SCIENCE 3: ADV BIOLOGY (LAB)**

Satisfies Life Science Requirement

*INV.2, ALZ.1, ALZ.2, EXP.1, EXP.2, EXP.3, COM.1*

In this course, you will take a deeper dive into Life Science. Topics will include the structure and function of coronavirus, evolution, ecology, and human body systems.

### **SCI 141 - ANATOMY & PHYSIOLOGY 1 (LAB)**

Satisfies Life Science Requirement

*INV.1, INV.2, INV.3, ALZ.2, EXP.1, EXP.3, COM.1*

This course will cover the basics of human anatomy and physiology. Topics will include the structure and function of cells, tissues and organ systems of the body, homeostasis and growth and development.

### **SCI 151 - ANATOMY & PHYSIOLOGY 2 (LAB)**

Satisfies Life Science Requirement

*INV.1, INV.2, INV.3, ALZ.2, EXP.1, EXP.3, COM.1*

*Additional prerequisite: successful completion of Anatomy and Physiology 1*

This course is meant as a continuation of Anatomy and Physiology 1 it will continue to cover the basics of human anatomy and physiology. Topics will include study of human body systems not addressed in Anatomy and Physiology 1.

## **AP ENVIRONMENTAL SCIENCE**

### **Satisfies Life Science Requirement**

In this course, you will explore the intricacies of the natural world and analyze environmental problems in our world today, both natural and human-made. We will do this through labs as well as outdoor field work. You will develop scientific skills such as explaining environmental concepts and processes; analyzing data, visual representations, and writings; applying quantitative methods in solving problems; proposing a solution for an environmental problem and supporting your idea with evidence; and analyzing a research study to identify a hypothesis.

## **SCI 142 - BOTANY 1: FALL (LAB)**

### **Satisfies Life Science Requirement**

*INV.1, INV.2, INV.3, ALZ.2, EXP.1, EXP.2, COM.1*

In this course you will become familiar with local plant identification, angiosperm plant families, plant structure and function, the processes of photosynthesis, germination, and hydroponics.

## **SCI 152 - BOTANY 2: SPRING (LAB)**

### **Satisfies Life Science Requirement**

*INV.1, INV.2, INV.3, ALZ.2, EXP.1, EXP.2, COM.1*

*Additional prerequisite: successful completion of Botany 1*

This course is a continuation of Botany 1. Topics not covered in Botany 1 such as plant leaf, flower and fruit morphology and physiology will be addressed as well as plant identification, associated angiosperm plant families, and hydroponics.

## **SCI 143 - CHEMISTRY 1 (LAB): MATTER & ENERGY**

### **Satisfies Physical Science Requirement**

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.2, EXP.3, COM.1*

*Additional prerequisite: successful completion of Math 1*

This course is designed for students planning on studying science or engineering in college. Topics include the development of the atomic model, kinetic theory, gas laws, energy, classification of matter and physical and chemical properties.

## **SCI 153 - CHEMISTRY 2: QUANTITATIVE ANALYSIS (LAB)**

### **Satisfies Physical Science Requirement**

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.2, EXP.3, COM.1*

*Additional prerequisite: successful completion of Math 1 & Chemistry 1*

This course is designed for students planning on studying science or engineering in college. Topics include the development of the atomic model, moles, chemical formulas, naming compounds, chemical equations and stoichiometry.

### **SCI 163 - CHEMISTRY 3: ATOMIC STRUCTURE & CHEMICAL BONDING (LAB)**

Satisfies Physical Science Requirement

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.2, EXP.3, COM.1*

*Additional prerequisite: successful completion of Math 1 & Chemistry 2*

This course is a continuation of Chemistry 2. Topics include atomic structure, nuclear chemistry and radiation, chemical bonding, molecular structure, intermolecular forces, and thermodynamics.

### **SCI 144 - PHYSICS 1: KINEMATICS & FORCES (LAB)**

Satisfies Physical Science Requirement

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.1, EXP.2, COM.1*

*Additional prerequisites: successful completion of Math 2*

This course is designed for students who are either planning on studying science or engineering in college. The major focus will be on kinematics (uniform and nonuniform motion), dynamics (Forces and Newton's laws.)

### **SCI 154 - PHYSICS 2: DYNAMICS & ENERGY (LAB)**

Satisfies Physical Science Requirement

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.1, EXP.2, COM.1*

*Additional prerequisites: successful completion of Math 2 & Physics 1*

This course is designed for students who are either planning on studying science or engineering in college. The major focus will be on Momentum, Energy, Two Dimensional Motion and Simple Harmonic Motion.

### **SCI 164 - PHYSICS 3: ELECTRICITY & MAGNETISM (LAB)**

Satisfies Physical Science Requirement

*INV.1, INV.2, INV.3, ALZ.1, ALZ.2, EXP.1, EXP.2, COM.1*

*Additional prerequisites: successful completion of Math 2 & Physics 2*

This course is a continuation of Physics 1A. Topics include electricity (electrostatics and circuits), magnetism, and electromagnetic induction. Applications of these concepts include residential wiring, motors and generators.

### **SCI 176 - SCIENCE PRACTICUM (LAB)**

Satisfies Earth & Space Science Requirement

*INV.1, INV.2, INV.3, ALZ.2, EXP.1, EXP.3, COM.1*

In this course, you will build on their knowledge of science content, and science proficiencies, to identify an area of interest to explore in greater depth. Examples may include studying the environmental impact of a local project or proposal, learning the science behind the creation and production of a consumer product, or learning about how scientists work in a given field. Students' course of study will include a practical component as well as an opportunity to present their findings in a public forum.

## **SCI 177 - WILDLIFE BIOLOGY (LAB)**

Satisfies Life Science Requirement

This class will be centered around fauna(animals) biology and identification, the role of hunting in conservation, the history of wildlife management techniques, game and fish laws and regulations, and the application of scientific principles to managing wildlife habitats and populations. Successful completion of this course requires proficiency in the classroom and the Lab(Field Classes).

## World Languages

<b>World Language Proficiencies Optional for Graduation</b>
<b>1-Interpretive Communication</b>
1.1 I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. (Novice Proficiency)
1.2 I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written.(Intermediate Proficiency)
1.3 I can interpret and infer meaning from complex, academic and professional texts on a range of unfamiliar, abstract, and specialized issues that are spoken or written. (Advanced Proficiency)
<b>2-Interpersonal Communication</b>
2.1 I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (Novice Proficiency)
2.2 I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. (Intermediate Proficiency)
2.3 I can participate fully and effectively in spontaneous spoken or written discussions and debates on issues and ideas ranging from broad general interests to my areas of specialized expertise, including supporting arguments and exploring hypotheses. (Advanced Proficiency)
<b>3-Presentational</b>
3.1 I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. (Novice Proficiency)
3.2 I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. (Intermediate Proficiency)
3.3 I can deliver extended presentations on abstract or hypothetical issues and ideas ranging from broad general interests to my areas of expertise, with precision of expression and to a wide variety of audiences, using spoken or written language. (Advanced Proficiency)
<b>4-Investigate - Intercultural</b>
4.1 In my own and other target language cultures I can identify products and practices to help me understand perspectives. (Novice Proficiency)

4.2 In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (Intermediate Proficiency)
4.3 In my own and other cultures, I can suspend judgment while critically examining products, practices and perspectives. (Advanced Proficiency)
<b>5- Interact - Intercultural</b>
5.1 I can interact at a survival level in some familiar everyday contexts. (Novice Proficiency)
5.2 I can interact at a functional level in some familiar contexts. (Intermediate Proficiency)
5.3 I can interact in complex situations to ensure a shared understanding of culture. (Advanced Proficiency)

*The world languages department focuses on the development of proficiency in reading, writing, speaking, and listening comprehension of the target language. Students are expected to carry on conversations appropriate to their level and express themselves in a manner that could be understood by native speakers. Students are encouraged to begin their study of another language as early as possible. In addition to the descriptions below, the French and Spanish programs may also utilize multimedia resources including videos, CD recordings, books, online news sites in target language and world language websites.*

### **Course Offerings**

#### **French Courses:**

#### **LNG 100 - FRENCH FOUNDATIONS 1 & 2**

*Interpersonal 1.1, Presentational 2.1, Interpretive 3.1, Cultural Competency 4.1*

*This is a two trimester course*

This is an introductory course to the language and culture in the French-speaking world with a focus on communication language acquisition. Through discussions about personal and familiar topics, students will build a foundation of vocabulary and grammatical structures. through speaking, listening, reading and writing. Students will learn to communicate with simple sentences. Students will read short stories and listen to native speakers via current media. Students will build their knowledge and use of verb tenses by using present, past tenses and near future with regular and irregular verbs.

#### **LNG 101 - FRENCH FOUNDATIONS 3**

*Prerequisite: Proven proficiency in French 1 & 2 or recommendation of the instructor.*

*Interpersonal 1., Presentational 2.2, Interpretive 3.2 & Cultural Competency 4.2*

This course continues an in-depth study of vocabulary and grammar with listening, speaking, reading and writing. Students will be expected to speak in French on a daily basis. Students will read a short novel, and watch media in the target language. Students will create a variety of projects and presentations in French. This is an important year for strengthening skills to advance to a higher level.

#### **French 4 Course Options:**

*All French 4 courses have the following prerequisites:*

*Proven proficiency in French 1, 2 & 3 or recommendation of the instructor.*

#### **LNG 105 - FRENCH CONVERSATION FOR TRAVEL**

*Interpersonal 1.2, Presentational 2.2, Interpretive 3.2, Cultural Competency 4.2*

This course will focus on speaking and listening. French is required to be spoken daily. The purpose of this course is language immersion to prepare for travel, with the goal of using authentic resources to plan an itinerary for a trip to a French-speaking destination. Students may opt to take an AAPPL test to earn the Vermont Seal of Biliteracy after this course.

#### **LNG 110 - BILITERACY BOUND (FRENCH)**

*Interpersonal 1.2, Presentational 2.2, Interpretive 3.2, Cultural Competency 4.2*

The purpose of this course is to prepare to take the AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) test to earn the Vermont Seal of Biliteracy after this course. This course continues an in-depth study of vocabulary and grammar with listening, speaking, reading and writing. Students will be expected to speak in French on a daily basis. Students will read a short novel, and watch media in the target language. Students will create a variety of projects and presentations in French.

#### **LNG 112 - DECOLONIZING FRENCH- AFRO-FRANCOPHONE CULTURE**

*Interpersonal 1.2, Presentational 2.2, Interpretive 3.2, Cultural Competency 4.2*

This course centers the history, culture and experiences of the Afro-francophone world. Students will learn about the products, practices and perspectives of Afro-francophone people by discussing universal themes like music, habitations, food, and celebrations. Students will develop a deeper understanding of the francophone world beyond Europe while honing their French speaking, listening, reading and writing skills.

#### **French 5 Course Options:**

*All French 5 courses have the following prerequisites:*

*Proven proficiency in French 1-4 or recommendation of the instructor.*

#### **LNG 115 - FRENCH LITERATURE AND FILM**

*Interpersonal 1.3, Presentational 2.3, Interpretive 3.3, Cultural Competency 4.3*

This course will focus on reading a novel and watching a film adaptation of the novel. Students will be required to read in and out of class, with the expectation of coming prepared to discuss the topics of study. Students are expected to speak primarily in French, which will give them the opportunity to advance their skills quickly and in a natural way. The purpose of this course is language immersion. Students may opt to take an AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) test to earn the Vermont Seal of Biliteracy after this course. Students may opt to take an AAPPL test to earn the Vermont Seal of Biliteracy after this course.



## **LNG 116 - FRENCH POETRY AND THEATER**

*Interpersonal 1.3, Presentational 2.3, Interpretive 3.3, Cultural Competency 4.3*

This is an advanced course designed for students who wish to refine their abilities to communicate in French. Students will read and analyze French poetry and plays, and will develop fluency through reciting poems and staging scenes from French plays. Students will discuss the poems and plays, learn about the historical context in which they were written, and study the authors.

## **LNG 190 - AP FRENCH**

*Interpersonal in French, Presentational in French, Interpretive in French*

This is an advanced course designed for students who wish to refine their abilities to communicate in Spanish. Oral presentations and written essays are required. Students are expected to speak only French in class. Students completing this course successfully should be well prepared to continue study at the college or university level. This class is offered full year or in the Spring semester. Students may opt to take the CLEP (College Level Examination Program) or the AP (Advanced Placement) Exam in May for college credit.

## **Spanish Courses:**

### **LNG 130 - SPANISH FOUNDATIONS 1 & 2**

*Interpersonal in Spanish 1.1, Presentational in Spanish 2.1, Interpretive in Spanish 3.1, Investigate Intercultural 4.1.*

*This is a two trimester course*

This course is an introduction to the language and cultures of Spanish-speaking people. Students build basic vocabulary and practice grammar concepts through speaking, listening to and reading, and writing Spanish. Students will learn to communicate in simple sentences. Students will build their knowledge and use of verb tenses by using present, past tenses and near future with regular and irregular verbs.

### **LNG 131 - SPANISH FOUNDATIONS 3**

*Prerequisite: Proven Proficiency in Spanish 1 & 2 or recommendation of the instructor.*

*Interpersonal in Spanish 1.2, Presentational in Spanish 2.2, Interpretive in Spanish 3.2, Investigate Intercultural 4.2 & Interact Intercultural 5.1*

This course continues an in-depth study of vocabulary and grammar with listening, speaking, reading and writing. Students will be expected to speak in Spanish on a daily basis. Students will read short readings, and watch media in the target language. This is an important foundation for strengthening skills to advance to a higher level. Students may opt to take an AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages) test to earn the Vermont Seal of Biliteracy after this course.

## **Spanish 4 Course Options:**

*All Spanish 4 courses have the following prerequisites:*

*Proven proficiency in Spanish 1, 2 & 3 or recommendation of the instructor.*

### **LNG 135 - SPANISH CONVERSATION FOR TRAVEL**

*Interpersonal in Spanish 1.2, Presentational in Spanish 2.2, Interpretive in Spanish 3.2, Investigate Intercultural 4.2.*

This course will focus on speaking and listening. Speaking in Spanish is required. The difficulty of the topic will be based on class proficiency level. The purpose of this course is language immersion to prepare for travel and plan an itinerary for a trip to a Spanish-speaking destination. Students may opt to take an AAPPL test to earn the Vermont Seal of Biliteracy after this course.

### **LNG 145 - LITERATURE IN SPANISH**

*Interpretive in Spanish 3.2 & Interpersonal 2.2*

This course will focus on reading novels, short stories and plays. Students will be required to read in and outside of class time, with the expectation of coming prepared to discuss topics of study in Spanish. This gives students a way to advance their skills quickly in a natural way. Speaking in Spanish is required. The purpose of this course is language immersion. Students may opt to take an AAPPL test to earn the Vermont Seal of Biliteracy after this course

### **LNG 140 - BILITERACY BOUND (SPANISH)**

*Interpretive in Spanish 3.2 & Presentational Speaking 2.2 & Presentational Writing 2.2*

This course recognizes students who have studied and attained proficiency in two or more languages by high school graduation and culminates in a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions. Students pass an aptitude test (AAPPL) at the end of Biliteracy Bound to earn the Seal of Biliteracy. The course will prepare students with 21st century skills that will benefit them in the labor market and the global society.

### **Spanish 5 Course Options:**

*All Spanish 5 courses have the following prerequisites:*

*Proven proficiency in Spanish 1-4 or recommendation of the instructor.*

### **LNG 146 - POETRY IN SPANISH**

*Interpersonal in Spanish 2.3, Presentational in Spanish 3.3, Interpretive in Spanish 1.3*

This advanced course will focus on reading poetry. Students will be required to read in and outside of class time, with the expectation of coming prepared to discuss topics of study in Spanish. This gives students a way to advance their skills quickly in a natural way. Speaking in Spanish is required. The purpose of this course is language immersion. Students may opt to take an AAPPL test to earn the Vermont Seal of Biliteracy after this course

### **LNG 195 - AP SPANISH**

*Interpersonal in Spanish 2.3, Presentational in Spanish 3.3, Interpretive in Spanish 1.3*

This is an advanced course designed for students who wish to refine their abilities to communicate in Spanish. Oral presentations and written essays are required. Students are expected to speak only Spanish in class. Students completing this course successfully should be well prepared to continue study at the college or university level. This class is offered full year or in the Spring semester. Students may opt to take the CLEP (College Level Examination Program) or the AP (Advanced Placement) Exam in May for college credit.

## Class of 2028 Course Planning Checklist

*Use this checklist of recommended courses to ensure you are meeting all of your proficiency requirements. Your course names may vary if you are attending the tech center or other alternate pathway. Consult your school counselor if you are unsure.*

### For Graduation

<b>SCIENCE</b>	
<input type="checkbox"/> Science Foundations <input type="checkbox"/> Earth and Space Science Elective <input type="checkbox"/> Life Science Elective <input type="checkbox"/> Physical Science Elective	<input type="checkbox"/> Science Elective: _____ <input type="checkbox"/> Science Elective: _____ <input type="checkbox"/> Science Elective: _____ <input type="checkbox"/> Science Elective: _____ <i>(1 elective must be lab)</i>

<b>MATH</b>	
<input type="checkbox"/> Math 1 <input type="checkbox"/> Math 2 <input type="checkbox"/> Intro to Geometry & Statistics	<input type="checkbox"/> Financial Literacy <input type="checkbox"/> Math Elective: _____ <input type="checkbox"/> Math Elective: _____

<b>ENGLISH LANGUAGE ARTS</b>	
<input type="checkbox"/> Foundations of ELA 1 <input type="checkbox"/> Foundations of ELA 2 <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____	<input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____

<b>GLOBAL CITIZENSHIP</b>	
<input type="checkbox"/> Foundations of GC <input type="checkbox"/> US History Requirement: _____ <input type="checkbox"/> Government Requirement: _____ <input type="checkbox"/> Social Science Requirement: _____	<input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____

<b>HEALTH AND PHYSICAL EDUCATION</b>	
<input type="checkbox"/> Health <input type="checkbox"/> PE	<input type="checkbox"/> PE

<b>VISUAL, MUSIC OR PERFORMING ARTS</b>	
<input type="checkbox"/> Course 1: _____	<input type="checkbox"/> Course 2: _____

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**Additional Recommendations for College**

<b>WORLD LANGUAGES</b>	
<input type="checkbox"/> Foundations 1 & 2	<input type="checkbox"/> Foundations 3

<b>MATH</b>	
<input type="checkbox"/> Math 3 <input type="checkbox"/> Math 4	<input type="checkbox"/> Math 5

<b>SCIENCE</b>	
<input type="checkbox"/> Lab Science: _____	<input type="checkbox"/> Lab Science: _____

**AP or College Level Class**

## Class of 2027 Course Planning Checklist

*Use this checklist of recommended courses to ensure you are meeting all of your proficiency requirements. Your course names may vary if you are attending the tech center or other alternate pathway. Consult your school counselor if you are unsure.*

### For Graduation

<b>SCIENCE</b>	
<input type="checkbox"/> Science Foundations <input type="checkbox"/> Earth and Space Science Elective <input type="checkbox"/> Life Science Elective	<input type="checkbox"/> Physical Science Elective <input type="checkbox"/> Science Elective: _____ <input type="checkbox"/> Science Elective: _____ <i>(1 elective must be lab)</i>

<b>MATH</b>	
<input type="checkbox"/> Math 1 <input type="checkbox"/> Math 2 <input type="checkbox"/> Intro to Geometry & Statistics	<input type="checkbox"/> Financial Literacy <input type="checkbox"/> Math Elective: _____ <input type="checkbox"/> Math Elective: _____

<b>ENGLISH LANGUAGE ARTS</b>	
<input type="checkbox"/> Foundations of ELA 1 <input type="checkbox"/> Foundations of ELA 2 <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____	<input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____

<b>GLOBAL CITIZENSHIP</b>	
<input type="checkbox"/> Foundations of GC <input type="checkbox"/> US History Requirement: _____ <input type="checkbox"/> Government Requirement: _____ <input type="checkbox"/> Social Science Requirement: _____	<input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____

<b>HEALTH AND PHYSICAL EDUCATION</b>	
<input type="checkbox"/> Health <input type="checkbox"/> PE	<input type="checkbox"/> PE

<b>VISUAL, MUSIC OR PERFORMING ARTS</b>	
<input type="checkbox"/> Course 1: _____	<input type="checkbox"/> Course 2: _____

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**Additional Recommendations for College**

<b>WORLD LANGUAGES</b>	
<input type="checkbox"/> Foundations 1 & 2	<input type="checkbox"/> Foundations 3

<b>MATH</b>	
<input type="checkbox"/> Math 3 <input type="checkbox"/> Math 4	<input type="checkbox"/> Math 5

<b>SCIENCE</b>	
<input type="checkbox"/> Lab Science: _____	<input type="checkbox"/> Lab Science: _____

**AP or College Level Class**

## Class of 2026 Course Planning Checklist

*Use this checklist of recommended courses to ensure you are meeting all of your proficiency requirements. Your course names may vary if you are attending the tech center or other alternate pathway. Consult your school counselor if you are unsure.*

### For Graduation

<b>SCIENCE</b>	
<input type="checkbox"/> Earth and Space Science <input type="checkbox"/> Life Science <i>(Either 1 Semester or 2 Trimesters)</i>	<input type="checkbox"/> Physical Science <i>(Either 1 Semester or 2 Trimesters)</i> <input type="checkbox"/> Science Elective <i>(Recommended):</i> _____

<b>MATH</b>	
<input type="checkbox"/> Math 1	<input type="checkbox"/> Math Elective: _____ <input type="checkbox"/> Math Elective: _____
<input type="checkbox"/> Math 2 (Semester) <p style="text-align: center;"><b>OR</b></p> <input type="checkbox"/> Math 2 Trimester <p style="text-align: center;"><b>AND</b></p> <input type="checkbox"/> Intro to Geometry & Statistic	<input type="checkbox"/> Financial Literacy <i>(Recommended)</i>

<b>ENGLISH LANGUAGE ARTS</b>	
<input type="checkbox"/> Global English <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____	<input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____

<b>GLOBAL CITIZENSHIP</b>	
<input type="checkbox"/> Global English <input type="checkbox"/> US History Requirement: _____ <input type="checkbox"/> Government Requirement: _____	<input type="checkbox"/> Social Science Requirement: _____ <input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____

<b>HEALTH AND PHYSICAL EDUCATION</b>	
<input type="checkbox"/> Health <input type="checkbox"/> PE	<input type="checkbox"/> PE

<b>VISUAL, MUSIC OR PERFORMING ARTS</b>	
<input type="checkbox"/> Course 1: _____	<input type="checkbox"/> Course 2: _____



**Additional Recommendations for College**

<b>WORLD LANGUAGES</b>	
<input type="checkbox"/> Foundations 1 & 2 (Novice I & II)	<input type="checkbox"/> Foundations 3 (Intermediate)

<b>MATH</b>	
<input type="checkbox"/> Math 3 <input type="checkbox"/> Math 4	<input type="checkbox"/> Math 5

<b>SCIENCE</b>	
<input type="checkbox"/> Lab Science: _____	<input type="checkbox"/> Lab Science: _____

**AP or College Level Class**



## Class of 2025 Course Planning Checklist

*Use this checklist of recommended courses to ensure you are meeting all of your proficiency requirements. Your course names may vary if you are attending the tech center or other alternate pathway. Consult your school counselor if you are unsure.*

### For Graduation

<b>SCIENCE</b>	
<input type="checkbox"/> Earth and Space Science <input type="checkbox"/> Life Science <i>(Either 1 Semester or 2 Trimesters)</i>	<input type="checkbox"/> Physical Science <i>(Either 1 Semester or 2 Trimesters)</i>

<b>MATH</b>	
<input type="checkbox"/> Math 1	<input type="checkbox"/> Math Elective: _____ <input type="checkbox"/> Math Elective: _____ <input type="checkbox"/> Financial Literacy <i>(Recommended)</i>
<input type="checkbox"/> Math 2 (Semester) <p style="text-align: center;"><b>OR</b></p> <input type="checkbox"/> Math 2 Trimester <p style="text-align: center;"><b>AND</b></p> <input type="checkbox"/> Intro to Geometry & Statistic	

<b>ENGLISH LANGUAGE ARTS</b>	
<input type="checkbox"/> Global English <input type="checkbox"/> American Dream	<input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____ <input type="checkbox"/> English Elective: _____

<b>GLOBAL CITIZENSHIP</b>	
<input type="checkbox"/> Global English <input type="checkbox"/> American Dream <input type="checkbox"/> Government Requirement: _____	<input type="checkbox"/> GC Elective: _____ <input type="checkbox"/> GC Elective: _____

**HEALTH AND PHYSICAL EDUCATION**

<input type="checkbox"/> Health <input type="checkbox"/> PE	<input type="checkbox"/> PE
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**VISUAL, MUSIC OR PERFORMING ARTS**

<input type="checkbox"/> Course 1: _____	<input type="checkbox"/> Course 2: _____
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**Additional Recommendations for College**

**WORLD LANGUAGES**

<input type="checkbox"/> Foundations 1 & 2 (Novice I & II)	<input type="checkbox"/> Foundations 3 (Intermediate)
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**MATH**

<input type="checkbox"/> Math 3 <input type="checkbox"/> Math 4	<input type="checkbox"/> Math 5
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**SCIENCE**

<input type="checkbox"/> Lab Science: _____	<input type="checkbox"/> Lab Science: _____
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**AP or College Level Class**

# TRANSFERABLE SKILLS



# Creative and Practical Problem Solving



# Clear and Effective Communication



# Responsible and Involved Citizenship



# Self Direction



# Informed and Integrative Thinking

