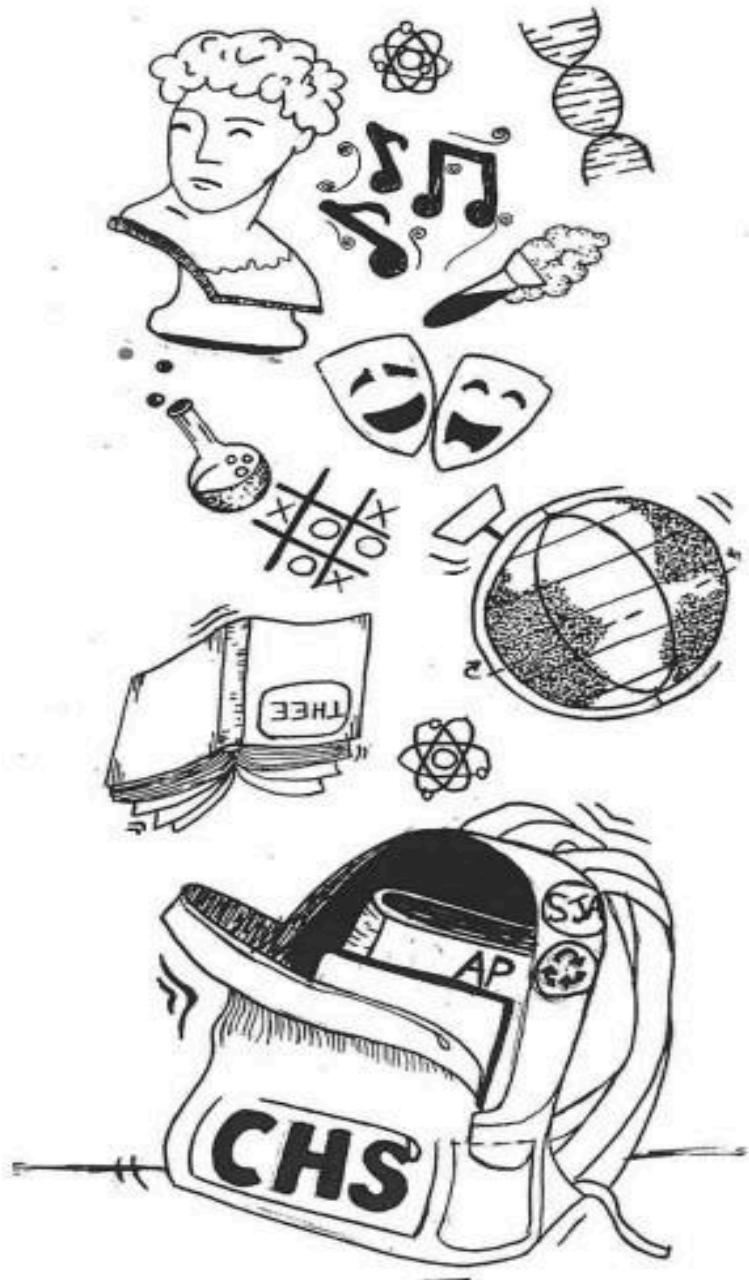


# COLCHESTER HIGH SCHOOL



*Lily Messin '27*

## PROGRAM OF STUDIES 2026-2027

## Table of Contents

<b>Administrative Staff</b>	<b>3</b>
<b>Letter from the Principal</b>	<b>4</b>
<b>Colchester School District Mission and Belief Statements</b>	<b>5</b>
<b>Colchester High School AT Program</b>	<b>6</b>
<b>Colchester High School Graduation Requirements</b>	<b>7</b>
<b>Flexible Pathways</b>	<b>8</b>
<b>Advanced Placement Program</b>	<b>11</b>
<b>Adding or Dropping Courses</b>	<b>13</b>
<b>NCAA Eligibility</b>	<b>14</b>
<b>Co-Curricular Activities/Athletics</b>	<b>15</b>

## Academic Course Offerings

<b>Fine Arts</b>	<b>21</b>
<b>Health and Physical Education</b>	<b>25</b>
<b>Humanities</b>	<b>28</b>
<b>Mathematics</b>	<b>39</b>
<b>Science</b>	<b>44</b>
<b>Support Services</b>	<b>50</b>
<b>World Language</b>	<b>52</b>

## Additional Academic Opportunities

<b>L3</b>	<b>56</b>
<b>TIPS</b>	<b>57</b>
<b>Driver Education</b>	<b>57</b>
<b>Tech Centers</b>	<b>60</b>

- **Burlington Technical Center (BTC)**
- **Center for Technology, Essex (CTE)**

## **Colchester High School Leadership Team**

### **Principal, Andrew Conforti**

Athletics & Activities, Colchester Alternative Program (CAP), Leadership Team, Mathematics, NEASC, Professional Development Committee, Science, Technology, and Wellness Committee

### **Assistant Principal, Chad DeMagistris**

Athletics & Activities, Attendance, Colchester Alternative Program (CAP), Health, Humanities, Library, Physical Education, Planning Room, Facilities and Maintenance, Transportation and Parking

### **Assistant Principal, Erica LeClair**

AT Program, Attendance, Co-Curriculars, Fine Arts, Music, Planning RoomAnnex/Academic Support Center, Smart Start, Student Teacher Placement Coordinator, State Testing Coordinator, Target Graduation, Technology, and World Languages

### **Director of Student Support Services, Amber Keep**

504, Behavior Specialists, CHAMP, Colchester Alternative Program (CAP), Educational Support Personal (ESP), Education Support Team (EST), English Language Learners, Graduation, Nurses, Registration, School-based Clinicians, School Counseling, Special Education

### **Team Leaders**

#### **Vito Cannizzaro**

Fine Arts, Music, and World Languages

#### **Wayland Cole**

Humanities (English and Social Studies)

#### **Bob Hall**

School Counseling

#### **Dave Sharkey & Dana Visser**

Special Education

#### **Will Warren**

Science

#### **Joshua Parker**

Mathematics

#### **Melanie Laquerre**

PE, Health



# COLCHESTER HIGH SCHOOL

131 Laker Lane, PO Box 900, Colchester, Vermont 05446  
Phone: (802) 264-5700 • [www.csdvt.org/chs](http://www.csdvt.org/chs) • Fax: (802) 264-5757



Dear CHS Students and Families,

This CHS Program of Studies represents the sustained effort of the faculty, administrators, and team leaders to develop the most comprehensive and appropriate academic programs for our student body. The Green House/Blue House model recognizes that, in many cases, students in grades 9 and 10 have different needs than students in grades 11 and 12.

Green House students are challenged by a common and integrated curriculum. In the ninth and tenth grade years, students are introduced to the rigor of high school work within a supportive, collaborative, differentiated setting while preparing students for the independence they'll encounter in the Blue House. Students at CHS develop a personalized learning plan to help guide and inform the academic class selections and post-high school plan.

In the Blue House, students choose from various courses designed to meet their personal and career goals. Over the last few years, we have expanded our advanced placement program, elective offerings, and flexible pathways. This serves to meet the needs of students as more and more students seek rigorous and specialized courses in order to prepare students for life beyond CHS. CHS also offers Flexible Pathways for those students who are interested in demonstrating proficiency and earning CHS credit for educational experiences both within and beyond the walls of CHS. Flexible Pathway opportunities include internships, job shadows, employment opportunities, college courses, courses through Virtual High School, options credit and more!

I encourage you to examine the courses offered and how they will fit into your student's long-range plans. Every Colchester High School student is required to earn 24.5 credits to graduate. I urge you and your student to review the specific requirements year by year and make long-range plans accordingly.

Furthermore, for many students, course selection is already in place because they have made decisions based on the admission requirements of competitive colleges. It is important that students begin in grade nine to examine their post-secondary plans in their classes and with their school counselor. Your student's personalized learning plan is designed to meet their individual needs as learners and a citizen in the school and beyond.

Please do not hesitate to discuss your child's personal learning plan and individual interests with their school counselor, teachers, and administration. We very much want to know your student well and support you in making good decisions about the academic, social, and emotional needs of your student. We hope that your student's experience at CHS helps them become a lifelong learner ready for whatever they pursue post-CHS.

Sincerely,

*Andrew Conforti*

**Andrew Conforti**

Principal

**Chad DeMagistris**

Assistant Principal

**Erica LeClair**

Assistant Principal

**Amber Keep**

Director of Student Support Services

**Oluwadare Sowunmi**

Activities and Athletics Director

## **COLCHESTER SCHOOL DISTRICT**

### **Vision Statement:**

We strive to prepare each student for success in life by providing an enriching, welcoming and safe environment.

### **Mission Statement:**

Colchester Schools offer diverse educational experiences filled with rigorous and responsive teaching practices. In our collaborative learning community, students are inspired to think critically, act responsibly, communicate effectively, and learn continuously to achieve their fullest potential.

## **COLCHESTER HIGH SCHOOL MOTTO**

Excellence and Equity  
in a climate of Respect, Responsibility and Pride

## **COLCHESTER HIGH SCHOOL CORE BELIEFS**

1. We engage in **diverse learning experiences** rooted in relationships, relevance, rigor, and shared responsibility.
2. We **work together** to build on one another's strengths and perspectives.
3. We cultivate a **strong and connected community** that respects and celebrates all Lakers.
4. We demonstrate **respect and compassion** for ourselves, one another, and our school.
5. We create **safe spaces** where all Lakers can thrive.
6. We empower all Lakers to use their voice, pursue their aspirations, and be **active and engaged** members of our community

## **COLCHESTER HIGH SCHOOL'S ESSENTIAL EXPECTATIONS FOR STUDENT LEARNING**

**LEARN: continuously and mindfully**

**COMMUNICATE: thoughtfully and effectively**

**THINK: creatively and critically**

**ACT: responsibly and ethically**

## Colchester High School AT Program

High performing schools systematically ensure that all students are meaningfully connected with at least one adult in the school and that there is a unified focus on high performance. CHS is an accredited school through the New England Association of Schools and Colleges (NEASC). One of the NEASC required standards for accreditation is:

*There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations.*

**Homebase/AT** (Mod 2) is designed to provide systematic opportunities for students to access academic advising, support, enrichment activities, and/or intervention over a four-year period of time. Homebase/AT focuses on academics within a structure of community building, service, mentoring and enrichment. To further elaborate upon this purpose, the following definitions are provided:

- **Community Building** - Developing positive relationships that foster pride, responsibility, and a desire to become contributing citizens by performing service to the school and greater community.
- **Mentoring** - Providing guidance to students as they navigate transitions and challenges that they encounter at the various developmental stages of their high school career.
- **Academic Support** - Ensuring understanding of content, concepts and skills through targeted instruction, intentional grouping and reassessment.
- **Enrichment** - Providing access to special topic sessions that range from co-curricular meetings, review of HHSB policy, Respect, Responsibility and Pride, civic engagement topics, and guest speaker/presenters.

**Program Structure:** The CHS schedule is structured to include a 30 minute Mod 2 block five days per week from 9:09-9:39.

**Homebase:** Each week, students meet with their Academic Advisor in a consistent “permanent” location for Homebase. Most weeks Homebase takes place on Monday. The main purpose of Homebase is for students to meet with their Academic Advisor in order to book (schedule) their locations for the AT Mods for that week. Homebase is an integral part of AT as a credit-bearing class.

**AT:** Each week, students are booked to meet with their teachers during AT mods (mod 2). AT locations are usually in rooms other than the Homebase location unless there is a legitimate academic reason for the student to book a day with their Academic Advisor. While at their AT location, students are engaged in academic or enrichment activities.

**Personalized Learning Plan (PLP):** At Colchester High School we believe that a strong connection between future planning and what students are currently doing in academic classes is imperative in order to create life, college, and work-ready students. All students at Colchester High School will develop a Personal Learning Plan (PLP) that will evolve grades 9-12.

## COLCHESTER HIGH SCHOOL GRADUATION REQUIREMENTS

All students must earn a minimum of twenty-four and a half (24.5) credits in Grades 9 – 12, as awarded by the Colchester High School which shall accept credits received from other accredited secondary schools, including summer school.

Colchester High School will provide students the opportunity to experience learning through flexible pathways, including, but not limited to, career and technical education, virtual learning, work-based learning, service learning, dual enrollment, and early college. All learning must occur under the supervision of an appropriately licensed educator.

At Colchester High School academic credit is awarded upon demonstration of proficiency in learning experiences through courses and other non-traditional learning experiences. In courses, students have the opportunity to demonstrate the knowledge and skills for proficiency through a variety of learning experiences and assessments. Each department has delineated 2-8 discipline-specific proficiencies that a student is required to meet for graduation. The scope and sequence of required courses in each department are designed to help students reach the graduation proficiencies (the CHS Essential Expectations and the CHS Discipline Proficiencies). *Please refer to the department-specific pages of this Program of Studies for each department's proficiencies.*

When a student receives credit for a particular course, that is an indication that the proficiencies have been met. Taken together, the proficiencies or credits gained will provide a cumulative body of evidence that students have met overall school-wide and discipline-specific graduation expectations and are ready to graduate.

In order for a student to participate in the graduation ceremony, they must have completed the twenty-four and a half (24.5) graduation requirements outlined in this policy.

English	4.0
Social Studies	3.5 (American History, Senior Seminar)
Science	3.5 (Biology, ESS or APES, Chemistry or Physics)
Mathematics	3.5 (Algebra, Geometry)
Fine Arts	1.0
Health	0.5
Physical Education	1.5
Electives	<u>7.0</u>
<b>Total</b>	<b>24.5</b>

## **Recommended Minimum Course of Study for Admission to Four Year Colleges**

- 4 Years of English
- 3 Years of Lab Science
- 4 Years of Mathematics (including Algebra II)
- 3.5 Years of Social Studies
- 2 Years of the same World Language

## **Recommended Minimum Course of Study for Admission to Highly Competitive College**

- 4 Years of English
- 4 Years of Lab Science
- 4 Years of Mathematics (beyond Algebra II)
- 4 Years of Social Studies
- 3-4 Years of the same World Language

## **FLEXIBLE PATHWAYS**

Colchester High School is committed to offering students multiple avenues toward earning a high school diploma. Personal Learning Plans (PLPs) will guide students' choices in the discovery and attainment of their high school goals. Students may benefit from taking advantage of some of the options below as they create their course schedule. Students who would like to participate in an option not listed below should contact their school counselor.

## **DUAL ENROLLMENT**

Dual Enrollment offers students in grades 11-12 options for exploring post-secondary education prior to graduation. Students enrolling in the program may take college courses at five of the area colleges and earn both high school and college credit for successful completion. Dual Enrollment is offered after school hours and is not intended to replace existing high school courses.

### **College Partners**

- University of Vermont
- Community College of Vermont
- Saint Michael's College
- Champlain College
- Vermont State University

### **Cost**

Dual Enrollment allows students to take up to two college classes with no tuition cost. Families and students must pay any associated course fees. Additional courses beyond those taken through dual enrollment may be available. Please see your counselor for details.

### **Courses**

Courses vary by college and semester.

### **How do I enroll?**

See your counselor for an application and a list of available courses. Students may need to take the Accuplacer assessment prior to enrolling in a college course.

## **OTHER COLLEGE CLASSES**

### **Introduction to College & Careers:**

**This course may, at times, be held at Colchester High School after school hours. See your school counselor for more information.**

Community College of Vermont is offering a free, 13-week class, to all area high school students. In this class you will learn how to become a successful college student by learning how to:

- Reduce test anxiety
- Take better notes
- Use time and stress management techniques
- Practice goal-setting and problem-solving
- Expand communication skills
- Explore college options and financial aid
- Learn to manage your finances and budget

## **OPTIONS PROGRAM**

### **What Is It?**

The Options Program is designed to provide students “options” in and outside the school setting. Students are required to develop an individual plan outlining goals and methods of assessment. A student is not accepted into the program until the plan has been approved.

### **Who Can Enroll?**

Students entering grades 11 and 12 may apply for work-study credit. Students in grades 9-12 may explore any of the other options depending on their individual needs.

## **How Can This Help Your Student?**

The Options Program is useful in helping students define career goals. It may be used to test career choices and begin to make employment connections. These experiences are assets in the college admissions process and represent genuine experience on the student's resume. The Options Program is especially suited for students who need skills not provided by the traditional curriculum at Colchester High School. However, students may decide not to apply for credit. Students may earn up to two (2.0) options credits during high school which may be applied toward elective graduation credit. Students may not use options credit to fulfill core graduation requirements. Students must apply for options credit during the academic year in which they are earning it. If a student seeks to earn credit for summer activities, they must apply before the end of the following academic year.

### **OPTIONS:**

**Community Service:** Students may receive credit for their volunteer community service projects in the school and in the community.

**School Aide:** Students may receive credit for working as an assistant under the guidance and supervision of a CHS staff member.

**Work Study:** Juniors and seniors may receive credit for career exploration, job shadowing, apprenticeships, internships, and monitored work experience.

**External Credits:** Consult your school counselor or the administration for guidelines regarding credit for college courses, summer school, and night school. Students are not permitted to use outside courses to complete content-specific graduation requirements.

**Independent Study:** Students may propose an independent study if the content is not available in the regular CHS curriculum. Students may not, however, propose an independent study to fulfill a content-specific graduation requirement. The process for pursuing an independent study is outlined in the student handbook.

## **VIRTUAL HIGH SCHOOL**

Virtual High School is a global consortium of schools offering classes to each other via the internet. We've found that VHS classes offer **more time to be reflective** about discussions. Students are not bound to just the class period to discuss a topic—that's one of the benefits Virtual High School's asynchronously scheduled courses bring to education. Students have the opportunity to **work with other students** in a virtual classroom space—students (and teachers) from other states, other countries, other cultures. It is a tremendous enhancement to a student's educational experience and lots of fun! VHS classes also help **students better prepare for college** and work-force learning. VHS students tell us that they feel better prepared for college because in VHS they learned to work independently and were responsible for managing their time and learning. In fact, many colleges are now using **online courses** to enhance face-to-face college courses, and VHS students have a head start because they are already accustomed to learning in an online environment! Virtual High School offers a terrific way for students to broaden their educational horizons and take classes that would otherwise be unavailable to them, in an environment that is safe, challenging and fun.

**See your counselor to learn more about taking a VHS class.**

## **TARGET GRADUATION**

Contact your school counselor regarding alternative programs and the admission criteria.

## **ADVANCED PLACEMENT PROGRAM**

Every year more than 1,400 colleges and universities award sophomore status to incoming first year students based on their performance on the College Board's Advanced Placement examinations. There are a number of advantages inherent in enrolling in advanced placement courses and successfully completing the examinations. Competitive colleges and universities place considerable weight on the rigor of the student's high school program. Students in advanced placement courses have chosen the most rigorous program we offer. Each college and university has a standard for determining the number of credits offered for examinations completed and the grade required to earn that credit. You may obtain specific information about the college or university of your choice by contacting the institution directly. A course credit conversion table for the University of Vermont is available in the School Counseling Office.

In recognition of the advantages advanced placement courses offer our students, we have developed a recommended planning process and enrollment guidelines for students who wish to pursue this level of academic work at Colchester High School. Please note that all students enrolled in AP courses are highly encouraged to take the AP examination.

Grade 9:

- Students enroll in the course of study for highly competitive colleges: please see your school counselor to create a plan.

Grade 10 or 11:

- Students continue recommended course of study for highly competitive colleges and enroll in at least one AP course.

Grade 12:

- Students continue recommended course of study for highly competitive colleges and enroll in one or (preferably) more AP courses provided that they meet the prerequisites.

**Note: colleges do consider the student's academic performance (letter grade) in AP courses. Students should not enroll in AP courses for which they are not prepared.**

Students and families should understand that AP classes are considered college-level. Therefore, students should be prepared for increased rigor including, but not limited to, more homework, more and more challenging reading, longer and more challenging assignments, stricter deadlines, fewer or no revisions, and more rigorous grading policies. Moreover, many classes will require summer work in order to prepare students adequately for the course content. Students should discuss the challenges of AP with their families and teachers prior to making the decision to take an AP class.

## 2026-2027 Advanced Placement Offerings

<u>Area</u>	<u>AP Examination</u>	<u>CHS Course Title</u>
<b>Area I</b> Languages	English Language and Composition English Literature and Composition	AP English: Language and Composition AP English: Literature and Composition
<b>Area II</b> Sciences	Biology Physics 1: Algebra-Based Chemistry Environmental Science	AP Biology AP Physics 1 AP Chemistry AP Environmental Science
<b>Area III</b> Mathematics	Calculus AB Statistics	AP Calculus AP Statistics
<b>Area IV</b> History & Social	U.S. History Human Geography United States Government and Politics Psychology	AP U.S. History Sciences AP Human Geography AP U.S. Government & Politics AP Psychology
<b>Area V</b>	Other Studio Art – General Advanced Studio Art ( <i>with appropriate supplementary study</i> )	

## **ADDING OR DROPPING PROCEDURES**

**ANY STUDENT SEEKING TO MAKE A CLASS CHANGE MUST DO SO  
DURING THE DESIGNATED ADD/DROP PERIOD IN AUGUST AND  
JANUARY.**

No student may drop or add a class after the designated time. If dropping a course would result in a student carrying fewer than 6.0 credits the change will not be approved. An appropriate course must be added or an administrative waiver obtained.

In limited circumstances, a student may be permitted to withdraw from a class after the designated add/drop period. They will receive the notation below on their transcript. Please note that receiving any of the following will affect the honor roll for the quarter in which the student has elected to withdraw from a class. In addition, it may affect athletic eligibility as well. Students are strongly encouraged to meet individually with their school counselor and the athletic director (if applicable) prior to requesting permission to withdraw from a course.

**WP** - student is passing the course at the time of withdrawal

**WF** - student is failing the course at time of withdrawal

**ALL STUDENTS MUST CARRY 6.0 CREDITS** (6 out of 8 mods of academic classes each semester). Students must be enrolled in six (6) classes both semesters. Students interested in exploring Flexible Pathways should schedule an appointment with their counselor.

**The student is expected to remain in the original class until the change is made.** Failure in the class is not considered a just reason to drop the course. The fact that the class is not needed to graduate is not sufficient reason to drop the class either. CHS believes that under most circumstances, the student will benefit from remaining in an academic setting. Appropriate accommodations might include converting to pass/fail or developing a contract to improve the student's academic/behavioral performance. **No change will be made based on teacher preference.**

# NCAA ELIGIBILITY

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization founded in 1906 that has established rules on eligibility, recruiting, and financial aid. The NCAA has three membership divisions—Division I, Division II, and Division III. Institutions are members of one or another division according to the size and scope of their athletic programs and whether they provide athletic scholarships.

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, **you must be certified** by the NCAA Eligibility Center. The Eligibility Center was established as a separate organization by the NCAA member institutions in January 1993. The Eligibility Center ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student-athletes at all member institutions.

## Your Responsibility as a Prospective Student-Athlete

<b>It is your responsibility to make sure the Eligibility Center has the documents it needs to certify you. These documents are:</b>	Your completed and signed Student Release Form and fee	Your official transcript from every high school you have attended	Your ACT or SAT scores
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## When to Start the Process

If you want to participate in Division I or Division II athletics, plan to start the certification process early—usually during your junior year in high school. You must meet certain course requirements. They include successfully completing a core curriculum of at least 16 academic courses in the following categories: **English, Mathematics, Social Studies, and Science**. You must also meet the minimum requirements for GPA and SAT, ACT test scores. Students should obtain a copy of the [NCAA Guide for the College Bound Student-Athlete](#) online at <https://www.ncaa.org/>.

The following symbols are used to identify acceptable courses.

- ♦ Approved course
- ✓ Under review for approval

## CHS Library Mission Statement

The Colchester High School Library and our librarian (Frankie Binder), strive to create an inviting, dynamic, and safe space that inspires and honors curiosity, creativity, collaboration, and inclusion. We support and recognize reading as the foundation for building understanding and knowledge. We work to build and maintain a print and digital collection of resources which exemplifies the principles of equity, celebrates diversity of thought and experience, supports lifelong learning, and encourages students to make connections through timely and up-to-date research and leisure reading materials.

## Clubs and Activities

AI Club	Math League
Art Club	Mentoring
Athletic Council	National Honor Society
CHS Cares	Ski & Board Club
Colchester Theatre Company	Social Justice Alliance
Debate Team	Speech Team
Dungeons & Dragons Club	Student Committees
E-sports	Student Council
Fellowship of Christian Athletes	The Lake Show
Green Team	Variety Night
Gender and Sexuality Alliance	We Matter Here
International Club	Yearbook Club
Magic: The Gathering	Yoga Club

**AI Club** - AI is completely changing how we live our lives and work at our jobs. Students in AI Club will learn how to prompt AI to build apps and apply AI in their daily lives. Each member in the club will contribute to projects using ideas from collective brainstorming and research. The apps we build will have errors and require us to work together to discuss solutions and then execute them. Building a successful app will take teamwork and grit, and will help students build successful problem solving skills. Not only will AI Club help build collaboration skills, but it will also give students the opportunity to help coalesce the Laker community. We will do this by showing students, teachers, and Colchester residents our creations and asking them to try them out. This will inspire others in our local area to learn how AI can be used to its fullest potential.

**Art Club** - Art Club provides a welcoming atmosphere where any student or staff member can come to create art, receive help on projects, and participate in an array of art-related activities. Just want to play with art materials and see what you can make? Art Club is for you!

**Athletic Council** - The Colchester High School Athletic Council is dedicated to fostering a safe, inclusive, and supportive environment for all student-athletes. We strive to invest in the development of athletic programs across all sports and age groups—from youth to varsity—while building strong leadership, accountability, and school spirit within the Laker community. Our mission is to amplify student voices to promote a positive team culture. Through regular student-athlete check-ins, collaborative leadership with captains and coaches, and consistent standards across all teams, we aim to cultivate exemplary Lakers who lead by example on and off the field. Council members are nominated by coaches, teachers, and peers, and are expected to uphold the values of commitment, respect, and responsibility. Together, we work to grow Colchester Athletics into a model of excellence, inclusion, and pride.

**CHS Cares** - CHS cares is a volunteer organization that meets regularly throughout the school year to help expose students to people who are at a disadvantage (socially, medically, economically, or otherwise). CHS cares works within the school and community to create service projects to help students realize they can make a difference and give them tools to do so. Positive communities can inspire their members in ways that promote a sense of self discovery and group connection, encourage members to express their beliefs and values and build relationships with others.

**Colchester Theatre Company** - The award-winning Colchester High School Theater Company is a yearlong activity for students interested in theatre arts. There are two major theatrical productions each school year: a musical in the fall and a play in the spring. Each production is an opportunity for students to participate as actors, designers, stage crew, or pit band members. Students learn the rewards that come from hard work, ensemble participation and a strong sense of collaboration and commitment as they create exciting performances the whole community can enjoy.

**Debate Team** - On the Debate Team, students investigate and argue the pros and cons of solutions to current issues against other teams and, using the art of rhetoric, persuade impartial judges to support their side of the argument. Students learn how to properly conduct research, construct arguments, and learn the rhetorical skills of how to argue a topic effectively. Debate meets for practice twice a week and competes with schools across the state at various tournaments. Come join the Colchester Debate Team's rich history of success, which includes multiple state championships!

**Dungeons & Dragons** - Join other DnD players for student-led RPG adventures. Everyone is welcome, whether you're just starting out or have been playing for years. Meetings take place about every other week after school in the Library- come and join us!

**E-Sports** - E-Sports club provides a supportive and engaging environment where students can cooperate, compete and develop skills. We're in the early stages of club development but hope to offer teams that will play against other regional high schools in the future. CHS is enrolled in the PlayVS platform that hosts two seasons each year and supports the following games: League of Legends, Super Smash Bros, Rocket League, Splatoon 3, Mario Kart 8, Hearthstone, Madden, and NBA 2k. Join us and help push E-Sports at CHS forward.

**Fellowship of Christian Athletes** - Fellowship of Christian Athletes (FCA) is a student led group that meets every Friday morning before school at 7:00-7:45. This time is spent studying the Bible and how it applies to their lives. Connecting and encouraging one another in their faith in Jesus is a priority. This is a safe supportive environment where students can connect, grow, be a light to others, share struggles and openly ask questions.

**Green Team** - Green Team is a student-run organization that focuses on reducing our environmental footprint individually as well as within our school and local communities. The Green Team works hard to find creative and practical ways to reduce, reuse and recycle!

**GSA (Gender and Sexuality Alliance)** - The GSA brings LGBTQ+ and allied teens together to form a supportive, safe space and to build community. Members of the GSA also work together to organize and advocate around issues impacting them with regard to gender and sexuality justice in school and in the community, and with attention paid to intersectionality in all parts of their identities.

**International Club** - This is a student-led club that meets during AT to explore world cultures. International Club students explore cultures of various countries. Each meeting, they choose one or several countries, and present their history, food, language and music. Then they share with the group a main dish and desert from that culture. We also sample music and dances that are unique to these countries.

**Magic: The Gathering** - Step into a world of strategy, politicking, and dynamic battles! Magic: The Gathering Club brings together players of all skill levels to enjoy the world's most iconic card game. Whether you're a seasoned planeswalker or just picking up your first deck, our community is here to help you learn, play, and have fun. We host weekly meetups on Monday, where we mostly play the Commander format. Club members can play Commander, trade cards, and discuss deck-building strategies in a friendly and welcoming environment. No experience or cards are required - just bring your curiosity and enthusiasm! Join us to meet fellow MTG fans!

**Math League** - The Greater Burlington Math League consists of students from thirteen area high schools who get together five times during the school year to compete individually and as a team in solving a variety of math problems in various areas (arithmetic, geometry, algebra, and advanced math). All are welcome! Math Team provides an opportunity for students to represent their school in an academic setting, to meet other students with similar interests and abilities, and to explore math topics beyond those normally studied in traditional courses.

**Mentoring** - Mentoring is an opportunity for students who are in good academic standing to volunteer time to support and assist peers with academics during AT. Students meet weekly in the space of the advisor and focus on specific courses or academic goals.

**National Honor Society** - Membership in the NHS is one of the highest honors that can be awarded to a high school student. Chapters across the nation strive to honor individuals who excel in the four areas of scholarship, leadership, service and character. Students may become eligible during their Junior year provided they meet the criteria noted. Members work independently during their Junior and Senior years to provide service to both the school and community. At least one community service project is organized and completed by all members annually. NHS also supports recognition of teachers during Teacher Appreciation Week, initiates fundraising to support community service projects, and hosts a Red Cross Blood Drive in the spring.

To be eligible for NHS, students must have junior or senior standing and at least a 3.800 cumulative GPA. All eligible students will receive invitations to apply for membership in the first quarter of the academic year. Applications are then reviewed by the Faculty Council and are accepted or declined based on character, service, and leadership potential. NHS recognizes the total student; no student is inducted simply because of a high GPA. For further information regarding the selection process, please visit the NHS page on the CHS website.

Once selected, members must:

- Maintain their cumulative 3.8 grade point average
- Continue to abide by school policies and regulations
- Actively participate in the chapter's projects and services, including monthly meetings and regular checking of the CHS chapter's online meeting space
- Commit to 25 hours of community service for an outside organization and 15 hours of community service for CHS

If a member fails to maintain any of the above criteria, he or she will be placed on probation. Members will have one semester to restore their good standing. If a member is unable to do so, he or she will have the opportunity to appeal to the Faculty Council prior to his or her dismissal from the NHS. Once a student is dismissed from the NHS, he or she may not re-apply. For further information regarding disciplinary procedures, please visit the NHS page on the CHS website.

**Ski and Board Club** - The Ski and Board Club provides students the opportunity to go night skiing at Bolton Valley with their CHS peers. Students board a charter bus immediately after school and head to the mountain. Lessons and rentals are available. Skiers and riders of all abilities are welcome!

**Social Justice Alliance** - The Social Justice Alliance is a student run group that aims to inspire people to use their voices and advocate for themselves and others to create positive change. The SJA wants to raise awareness and understanding of social justice challenges through education and working with a variety of people with different perspectives. We engage in both whole group and small group discussions and activities and plan action steps that support equity and equality in the school and community. Our goal is to make a positive difference at CHS by building an inclusive and accepting environment.

**Speech Team** - Speech Team offers students the opportunity to craft and/or perform speeches on a variety of topics. There are a number of categories in which students can compete, from Impromptu (making up a short speech on the spot), to Poetry (delivering and interpreting a poem written by an established poet), to Radio (creating and delivering a radio broadcast), to many more. Students compete against other schools and are judged on their content and delivery.

**Student Committees** - There are several different faculty/student committees for students to join. These committees serve as a mechanism for student voice and form of student empowerment.

**Student Council** - Student Council is a group of student leaders from each class working to represent the interests of students at Colchester High School and promote positive community and school pride. Student Council is responsible for planning important CHS traditions and can create new school wide initiatives that members propose and organize. In order to be effective, Student Council members need to operate with a high level of student initiative and responsibility. Interested students submit an application of interest with teacher and peer recommendations.

**The Lake Show** - This is a student-centered media club in which students learn many technology concepts and are able to hone their video editing, writing, and planning skills in creating content for The Lake Show. This club is great for students interested in filming, editing, and anchoring school events.

**Variety Night** - Variety Night is a beloved CHS tradition. It is a grade-based skit competition and, outside of support from the Producer, it is an entirely student-led process. The Producer designates a required theme, three required lines, and three required props. Members from each grade come together to write a 20 minute skit, song and dance included. Students write the script, hold auditions, cast the show, direct/music direct, choreograph, design the lighting and sound cues, and design/make/source the set and props with teacher-directed access to the Theatre Department's inventory. Students sometimes even write and perform their own music! Most impressively, they do this all in just 3-6 weeks depending on the year. When it's showtime, each grade competes to get the highest score from a panel of judges and the right to call themselves Variety Night winners.

**We Matter Here** - We Matter Here is Colchester High School's Mental Health Awareness Club. Our goals are to destigmatize mental health, make people feel less alone, and create a culture where mental health is taken seriously and accommodated for. We do this by providing resources and education as well as proactively working to build meaningful community, through regular meetings, sponsoring events, and school-wide wellness initiatives.

**Yearbook Club** - Yearbook club is a creative, student-led group, responsible for all aspects of the production, formatting, and distribution of our annual CHS Yearbook. Members will gather content, plan page layouts, conduct interviews, write and edit for publication, take and select photos, and collaborate to capture the spirit of the school year. Students gain experience in journalism, photography, graphic design, and project management while working together to create a meaningful keepsake for the school community.

**Yoga Club** - Yoga is a great skill for both your physical and mental health. Yoga Club offers a space for students to destress and relax while also working on strength training and stretching (which can be helpful if you participate in sports!). This club is set up as a drop-in style yoga class after school, so that students can attend a class when they are able to. We also get together for a monthly AT where we try different types of meditation.

## **ATHLETICS**

### **Fall**

Cross Country  
Field Hockey  
Football  
Golf  
Soccer  
Volleyball

### **Winter**

Alpine Skiing  
Basketball  
Dance  
Ice Hockey  
Nordic Skiing  
Indoor Track  
Unified Bowling  
Wrestling

### **Spring**

Baseball  
Lacrosse  
Softball  
Tennis  
Track & Field  
Ultimate Frisbee  
Unified Basketball

## ACADEMIC COURSE OFFERINGS

### Fine Arts

The arts are not only a means of expression, but have been proven to be a way to improve literacy, critical thinking skills and creative problem solving. Study of visual art or music is an important part of a student's complete educational experience at Colchester High School. Students must complete one fine arts credit for graduation, in either visual art or music.

### Visual Art Discipline Proficiencies

- **Create:** The CHS graduate can generate, organize, develop, and refine artistic ideas to create works of art.
- **Respond:** The CHS graduate can understand how art conveys meaning through describing, analyzing, interpreting, and evaluating works of art.
- **Connect:** The CHS graduate can connect artistic ideas and work with societal, cultural, historical, and personal meaning.
- **Present:** The CHS graduate can share artistic work through selecting, preparing, interpreting, and presenting in the CSD art show or other exhibition venue.

#### 3D-Art (#604):

Come and explore the 3<sup>rd</sup> dimension of Art in this exciting class that will teach you all about sculpture. Learn the categories, types, and methods of sculpture while you use and enhance your knowledge of the Elements Design and Principles of composition. You will explore and use a variety of media including but not limited to clay, wood, metal, plaster, paper/cardboard, and glass. Learn the proper use and techniques of a variety of tools including hand tools like chisels, rasps, brushes, hammers, etc..., and power tools like drills, saws, grinders, soldering irons, etc... Get ready to roll up your sleeves and create things you never thought possible.

Prerequisite: None. Duration: Semester. Credit: 0.5 Fine Arts.

#### Advanced Studio Art (#651):

Experience the reality of working as a studio artist. This course is designed for students who are self-motivated and want to develop their own style and interests. Students can focus on their medium of choice including painting, drawing, or sculpture. Students will do guided projects in this course, but also develop a body of independent work surrounding an area of inquiry. Your concentration of work will be presented at the end of the course. *This course will be offered as enrollment and staffing allow.*

Prerequisites: Teacher Recommendation, Painting, Drawing, Pottery 1 or 3D-Art (all classes B or better), 11<sup>th</sup> or 12<sup>th</sup> grade.  
Duration: Semester. Credit: 0.5 Fine Arts.

**Drawing (#601):**

The **Drawing** course explores how to capture value, texture, form, movement, pattern and more in both traditional and non-traditional drawing media and techniques. The subject areas of Still Life, Portrait, Landscape, Figure, and Abstract Art will be presented in a variety of ways, using dry and wet media. The art of **Drawing** is taken beyond pencil and paper to explore unexpected surfaces and materials. Students will be challenged to apply their knowledge of the Elements of Design and the Principles of Composition in a variety of Still Life, Landscape, Portrait, Figure, or Abstract forms of art using historical and contemporary artists for inspiration in creating their own expressive statements.

**Prerequisite:** None. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

**Painting (#602):**

Discover the joy of painting in watercolor, acrylics, and tempera paints, as well as some non-traditional media. Anything that can be used as a brush and any material that can be applied to a surface is fair game for this exploration of the limits of color and design. Students will be challenged to apply their knowledge of the Elements of Design and the Principles of Composition in a variety of Still Life, Landscape, Portrait, Figure, or Abstract forms of art using historical and contemporary artists for inspiration in creating their own expressive statements.

**Prerequisite:** None. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

**Photography (#685):**

Experience the past, present and future directions in the world of creating images with light – also known as Photography! Go beyond simply clicking the shutter to learn the traditional fine art techniques of film photography and darkroom developing. Hone your skills in current forms of digital manipulation of images and color printing of quality works of art. Explore the many applications of contemporary imaging software and the wide array of future careers in the field of image production.

**Prerequisites:** Two art classes of your choice (B- or better in each), and 11th or 12th grade. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

**Pottery I (#603):**

Come on in and get down and dirty with clay (Seriously, you are going to get dirty!). Explore the many ways of creating works of art out of clay, including many hand building techniques, and the Pottery Wheel. Make decorative sculptures and functional vessels that you and your relatives will want to keep forever. This course will guide you through many different units exploring many facets of the clay medium. Learn the process of this medium from raw clay to glazed works of art. You will use and enhance your knowledge of the Elements of Design and Principles of Composition by creating original works of Art in clay.

**Prerequisite:** None. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

**Pottery II (#661):**

Come back to the Pottery Studio and create bigger and better projects. Learn to make and defend your own decisions while you make your art. All of your skills learned in Pottery I will be utilized and enhanced in this class, as well as your knowledge and use of the Elements of Design and Principles of Composition. Learn new techniques on the wheel and new handbuilding techniques using slabs, coils and the extruder. You will also learn about alternatives to glaze for decorating/finishing clay. You will be creating functional and sculptural works in this class.

**Prerequisite:** Pottery I (B- or better). **Grades:** 10-12. **Duration:** Semester. **Credit:** 0.5 Fine Arts.

# Music

## Music Discipline Proficiencies

- **Music Literacy:** The CHS graduate can demonstrate music literacy by applying musical concepts and terminology.
- **Music, Culture, and History:** The CHS graduate can understand the relationship among music, history and world culture.
- **Communicate:** The CHS graduate can create, perform, and/or express ideas through music.

### **Beginner Guitar (#922):**

Beginner Guitar is a semester course geared towards first time and beginning level guitar players. Students will become familiar with guitar vocabulary, building and playing basic chords, strumming patterns, and tuning by ear. They will also learn the history of rock music, learning songs from each style along the way. Student directed projects will be used to apply the fundamentals learned in class. No previous experience necessary. Guitars provided by the school. *This course will be offered as enrollment and staffing allow.*

Prerequisite: None. Duration: Semester. Credit: 0.5 Fine Arts.

### **Beginner Piano (#621):**

This class will offer students the opportunity to learn how to play the piano. Students will learn the basics of music fundamentals (rhythm, music notation, vocabulary), master one and two handed playing, the skill of performing in an ensemble (with other students), and individual performance. Students will play many different styles of music including folk, pop, and classical. If you've always wanted to learn how to play the piano, this is the class for you! *This course will be offered as enrollment and staffing allow.*

Prerequisite: None. Duration: Semester. Credit: 0.5 Fine Arts.

### **Chamber Singers (#618):**

This ensemble is made up of advanced singers who have auditioned and been selected. The group meets outside of the regular school day to rehearse and learn challenging repertoire, most of it performed a cappella. A diversity of choral styles ranging from tight jazz harmonies to traditional Renaissance madrigals will be performed several times per year. A strong commitment to learning assigned parts, working in a small group and reading music are requirements for this class.

Prerequisite: Successful audition in the spring. Duration: Full Year. Credit: 1.0 Fine Arts. This class meets after school on Mondays from 4:00-6:00 pm.

### **Chorus (#639):**

Students enrolled in CHS Chorus will rehearse and perform music from many cultures, time periods and styles. Chorus is meant for freshmen, to give them a foundation in choral singing. Students will learn music fundamentals (rhythm, music notation, vocabulary), improve their understanding and control of basic vocal production (breath support, vowels, technique, etc.), and the art and skill of performing individually and in an ensemble. This class allows the opportunity for involvement in ensembles/activities such as the CHS Concert Choir, CHS Chamber Singers, District III Choral Festival and All-State Music Festival.

Prerequisite: None. Duration: Full Year. Credit: 1.0 Fine Arts.

### **Chorale (#640):**

This ensemble offers treble singers an exciting opportunity to sing in an all-treble choir. The group meets outside of the regular school day to rehearse and learn challenging repertoire. A diversity of choral styles ranging from the Renaissance to current popular music will be performed several times per year. A strong commitment to learning assigned parts, working in a small group and reading music are requirements for this class. ***NOTE: This class meets after school for 1 hour each week.***

**Prerequisite:** Teacher recommendation. **Duration:** Full Year. **Credit:** 0.5 Fine Arts.

### **Colchester Concert Band (#635):**

The Colchester High School Concert Band provides any high school student the opportunity to perform quality band music in an ensemble, while developing their individual performance skills. Students will have the opportunity to perform a diverse array of music in various settings, including solo and chamber group performances, honors festivals, concerts (both within and outside of the school district), and travel experiences. Students without instruments can contact the director for information regarding the use of a school-owned instrument.

**Prerequisite:** Previous band experience or teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Fine Arts.

### **Colchester Jazz Band (#619):**

The Colchester High School Jazz Band strives to replicate the big band sound through the rehearsal and performance of traditional and contemporary jazz ensemble literature. Improvisation is a key element to this course, however no prior soloing experience is necessary. This ensemble performs at all school instrumental concerts and is regularly asked to perform outside of the school setting. **This class meets after school.**

**Prerequisite:** Previous band experience or teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Fine Arts.

### **Colchester Wind Ensemble (#626):**

This select ensemble is appropriate for students who have achieved proficiency with the skills and concepts learned in Concert Band, and are ready for more advanced repertoire. Music selections will be diverse and will continue to challenge students, as well as maintain a rigorous ensemble experience. Students in the wind ensemble will be offered the same traveling and performance experiences as the concert band. Students must audition to be considered for this class. Acceptance will be based on proficiency shown in audition, as well as the instrumental needs of the ensemble.

**Prerequisite:** Teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Fine Arts

### **Concert Choir (#622):**

This class will offer intermediate to advanced level singers the opportunity to learn and perform choral music of various time periods, styles and cultures. Students will *continue* to learn music fundamentals (rhythm, music notation, vocabulary), improve their basic understanding and control of excellent vocal production (breath support, vowels, technique, etc.), and the art and skill of performing in an ensemble of more experienced singers, and individually. This class allows the opportunity for involvement in such activities as the CHS Chamber Singers, District III Choral Festival and All-State Music Festival.

**Prerequisite:** B or better in high school chorus, and ability to match pitch and hold harmony, or teacher's recommendation. **Duration:** Full Year. **Credit:** 1.0 Fine Arts.

### **Intermediate Piano (#623):**

Intermediate Piano is a course designed as a follow up course to Beginner Piano. Students will have the opportunity to build on the piano skills learned either through Beginner Piano or through private lessons previously taken. Students will have independence to learn music at their own level. We will explore many different styles of music, continue to learn how to read music notation, build our technique and ability for playing with both hands, and the basics of music theory. *This course will be offered as enrollment and staffing allow.*

Prerequisite: Beginner Piano. Duration: Semester. Credit: 0.5 Fine Arts.

### **Modern Music Ensemble (#627):**

This semester-long course provides students with the experience of playing or singing music in a small band or ensemble. Students who play either bass, guitar, piano, or drums, and students who sing can enroll in this course. The class will be divided into several bands that are based on skill level and/or type of music students are interested in performing. Song selections are very much student-driven. Students will learn more about instrument technique, how to perform for an audience, as well as collaborative skills during rehearsals. *This course will be offered as enrollment and staffing allow.*

Prerequisite: Grades 9-12, and at least one semester of any other CHS music class, or by teacher recommendation to assess playing abilities. Duration: Semester. Credit: 0.5 Fine Arts.

### **Music Technology (#620):**

Music Technology is a course designed as an introduction to modern music software .Through the Mixcraft software, students will have the opportunity to create and record music through use of digital loops, MIDI input and live instrument recording. Students will be learning about basic song structure and composition elements in various projects. Students will explore many aspects of music composition, such as playing and creating chords, melodies and riffs, as well as adding music and sound effects to movies and other media. *This course will be offered as enrollment and staffing allow.*

Prerequisite: None. Duration: Semester. Credit: 0.5 Fine Arts.

## **Health Education**

For graduation, students are required to complete one semester of health. Normally, students enroll in *Human Ecology* in the Green House. Students may fulfill the health requirement in the Blue House through *Life 101*. In addition, *Life 101* is a very valuable elective to take in addition to *Human Ecology*. *Food! From Soil to Stomach* class focuses on sustainability and creating change, important themes to explore and experience for living in the 21st century. *Living On Your Own* is a semester-long elective in which students explore essential life skills—from personal wellness and communication to household, health care literacy, and community engagement—to prepare for healthy living on their own. *Eat! Play! Live!* is a fitness and wellness course that gives them the opportunity to improve their overall health by designing and engaging in their own personalized program during class.

## Health Discipline Proficiencies

- **Good Health:** The CHS graduate can use functional health information to comprehend core concepts that support the health and well-being of self and others.
- **Decision Making & Goal Setting:** The CHS graduate demonstrates the ability to use decision-making skills and goal-setting to support the health and well-being of self and others.

### **Food! From Soil to Stomach (#717):**

Do you like to eat? But wait, what are you eating? Where did it come from? What's in it? This course is for the student who wants to explore the many facets of food including growing, cooking, and EATING. Topics to be covered include nutrition, conventional versus organic agriculture, and the systems in place for food production, distribution, and removal. This class focuses on sustainability and creating change, important themes to explore and experience for global citizenship in the 21st century.

**Prerequisite:** Hunger (for knowledge and food). **Grades 9-12.** **Duration:** Semester. **Credit:** 0.5 Elective.

### **Human Ecology (#750):**

The purpose of this course is to give students the information and health skills necessary in making educated decisions concerning their physical, mental, emotional, and social well-being. Topics covered will include personal health, mental health, disease prevention, human sexuality, and tobacco/alcohol/drug education.

**Prerequisite:** Grades 9-10. **Duration:** Semester. **Credit:** 0.5 Health.

### **Life 101 (#716):**

This is a junior/senior elective course designed to prepare students for transitioning into life after high school. Topics will include personal health, healthy relationships and communication, the life cycle, human sexuality, and drugs/alcohol. Each topic will be covered with an emphasis on hands-on activities and personal applications.

**Prerequisite:** Grades 11-12. **Duration:** Semester. **Credit:** 0.5 Health.

### **Living On Your Own (#749):**

Are you looking forward to **Living On Your Own**, but not sure where to start? In this elective semester course, you will explore independent health life skills that are foundational to support your well-being and personal care, manage daily life, and thrive in your community. These skills include health and wellness goals, communication, time management, health care literacy, household management, meal preparation, financial literacy, community engagement, and personal safety to give you opportunities to develop the knowledge, skills, attitudes, and behaviors needed to live on your own independently. *This course will be offered as enrollment and staffing allow.*

**Prerequisite:** None. **Duration:** Semester. **Credit:** 0.5 Elective.

## Physical Education

For graduation, students are required to complete three semesters of physical education. Students may fulfill the physical education requirement in both the Blue House and/or Green House. Health and Physical Education offer two elective semester courses called *Fitness for Life* and *Eat! Play! Live!*

### Physical Education Discipline Proficiencies

- **Develops a variety of motor skills.** The CHS graduate can demonstrate proficiency in a variety of motor skills and movement patterns.
- **Applies knowledge related to movement and fitness concepts.** The CHS graduate can apply knowledge of concepts, principles, strategies and tactics related to movement and performance to analyze and improve performance of self and/or others in selected skills.
- **Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.** The CHS graduate can demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness and can recognize the value of physical activity as part of a healthy lifestyle.
- **Develops social skills through movement.** The CHS graduate can exhibit responsible personal and social behavior that respects and promotes success of self and others.

#### **Eat! Play! Live! A Fitness and Wellness Course (#736):**

Do you want to move quicker, be stronger, eat healthier, or reach a personal wellness goal? Maybe you want to learn to do something that will improve your fitness in a positive way with others. If this piques your interest, then this class is for you! This course is for young people of all skill levels who are committed to exploring their own current health behaviors, examining how these behaviors make them who they are, and exploring what can they do to change, improve their personal health and be successful, productive 21st-century graduates. *This course will be offered as enrollment and staffing allow.*

**Prerequisite: Grades 10-12. Duration: Semester. Credit: 0.5 Elective.**

#### **Fitness for Life (#738):**

This course will allow students to participate in a personal plan focused on their own fitness. Physical activities can include and not be limited to cardiovascular fitness, plyometrics, core, yoga and flexibility, and weight training. Students will learn the fundamentals of physical fitness, as well as designing and implementing their own customized program for engagement and success.

**Prerequisite: None. Duration: Semester. Credit: 0.5 Physical Education.**

**Physical Education I (#735):**

The major emphasis of the physical education department is to promote lifetime fitness through basic instruction in a broad range of physical activities. The department offers a variety of different activities (units), with the majority being in the areas of lifetime activities and outdoor recreation. Units last approximately three weeks or six to eight classes. This class is offered semester one.

**Prerequisite: None. Duration: Semester. Credit: 0.5 Physical Education.**

**Physical Education II (#740):**

The major emphasis of the physical education department is to promote lifetime fitness through basic instruction in a broad range of physical activities. The department offers a variety of different activities (units), with the majority being in the areas of lifetime activities and outdoor recreation. Units last approximately three weeks or six to eight classes. This class is offered semester two.

**Prerequisite: None. Duration: Semester. Credit: 0.5 Physical Education.**

## **Humanities** **Green House English and Social Studies**

The Humanities offerings attend to the developmental differences between students in the Green (grades 9 and 10) and Blue (grades 11 and 12) houses. Green House humanities courses are heterogeneous, differentiated, team-taught, two-credit courses that integrate the study of English and social studies. The grade nine curriculum focuses on world cultures and global studies and grade ten students complete a full year of American studies. In Green House humanities, students use historical events to deepen an understanding of literature, and look to literature to support a rich understanding of history.

In both Green House years, students are grouped with intention so that each class includes the diverse range of students present in the entire grade-level cohort. The defining element of these courses is the approach known as differentiated instruction. Green House teachers are skilled practitioners of this pedagogy, which adjusts the course's process, products, and content, according to students' readiness, interests, and learner profiles. Differentiated instruction requires that teachers know their students well so they can meet them where they are and take them as far as they can go. Parents, teachers and students work together to make sure that all students are actively engaged in their learning.

Upon successful completion of the Green House courses, students enter the Blue House, which offers some required courses in English and Social Studies, as well as a variety of semester-long courses that allow students to pursue their interests. With the exception of the Advanced Placement courses in the Blue House, there are no exclusively advanced-level courses.

All students will experience differentiated curriculums that are rigorous and relevant. Most courses embed individualized challenge opportunities within the traditional curriculum in the form of honors orbital projects and other enrichment activities. Students of high readiness who desire greater challenge than our traditional course offerings, however, may enroll in a variety of advanced placement courses in the humanities.

## English Discipline Proficiencies

- **Read:** The CHS graduate can effectively summarize, analyze, interpret, and evaluate to comprehend a variety of complex texts.
- **Write:** The CHS graduate can produce clear and coherent writing for a variety of genres (narrative, informational, argumentative), purposes, and audiences.
- **Inquiry & Research:** The CHS graduate can inquire independently to develop and respond to relevant questions and challenging questions about the past and present, in order to demonstrate ability to evaluate multiple sources of information for bias, reliability, and credibility; synthesize information from multiple sources; make a well-informed claim; and present findings in a coherent, engaging way.
- **Speaking & Listening:** The CHS graduate can show the ability to engage in a dialogue of ideas by listening actively and speaking with relevance and respect.

## Social Studies Discipline Proficiencies

- **Read:** The CHS graduate can effectively summarize, analyze, interpret, and evaluate to comprehend a variety of complex texts.
- **Write:** The CHS graduate can produce clear and coherent writing for a variety of genres (narrative, informational, argumentative), purposes, and audiences.
- **Inquiry & Research:** The CHS graduate can inquire independently to develop and respond to relevant questions and challenging questions about the past and present in order to demonstrate ability to evaluate multiple sources of information for bias, reliability, and credibility; synthesize information from multiple sources; make a well-informed claim; and present findings in a coherent, engaging way.
- **Disciplinary Thinking:** The CHS graduate can demonstrate knowledge and understanding of essential topics in history, economics, geography, and civics and the patterns that emerge among them.
- **Citizenship:** The CHS graduate can engage actively with others as global citizens to deepen their understanding of how structures of government impact them and how participating in civic life may shape government's impact on their world.

## Grade Nine

### **Strategic Reader (Grade 9) (#334):**

Strategic Reader is a year-long course committed to helping first-year students become more competent and comfortable readers. Students will practice and master a repertoire of strategies for recognizing and making sense of literary and informational texts. Additionally, students will be supported as they read core readings in their grade-nine humanities class, *The Regimes & Revolutions of the Modern World*. This course seeks students who struggle with reading who are also eager to take advantage of an extended learning opportunity designed to help them handle the increased reading expectations at the high school. Students are selected for this course based on data from the middle school.

**Prerequisite: Teacher recommendation. Duration: Full Year. Credit: 1.0 Elective.**

### **The Regimes & Revolutions of the Modern World (#314n): ♦**

Ninth grade humanities is a team-taught, two-credit course that integrates the study of English and social studies. Students will be challenged by a concept-based curriculum that asks them to explore the role of people and governments in promoting or limiting freedom. Students should expect to read and learn about current events around the world, including how dictators gain and maintain power in some of today's most prominent countries.

They will engage with core texts that are aligned with course content in order to write and think critically about movements and revolutions for freedom in some of the world's more recent democracies. They will examine the existential battle between democracy and authoritarianism, and study the current and historical strategies that everyday people use to fight back when their rights and freedoms are threatened. Students will understand the impact historical events have on the modern world and think critically about the role each global citizen plays in our collective future. Ultimately, students will grapple with questions like "what is freedom?" "how do repressive governments limit the rights of their citizens?" and "how do people fight for greater rights and equality?"

**Prerequisite: None. Duration: Full Year. Credit: 2.0 (1 English & 1 Social Studies).**

## Grade Ten

### **The American Experience (#363): ♦**

This course is a team-taught humanities class that integrates the study of literature, inquiry, and topics including U.S. system of government, Reconstruction, Civil Rights, and conflicts such as WWI, WWII, and the Cold War. Students examine historical periods in depth thematically. Students in American Experience are heterogeneously grouped so that each class includes the diverse range of learners present in the sophomore class. The course differentiates content, process, and products according to students' different readiness levels, interests, and learning styles.

**Prerequisite: Grade 10. Duration: Full Year. Credit: 2.0 (1 English & 1 Social Studies).**

### **Strategic Reader (Grade 10) (#335):**

Strategic Reader is a year-long course committed to helping tenth grade students become more competent and comfortable readers and learners. Students will practice and master a repertoire of strategies for recognizing and making sense of literary and informational texts. Additionally, students will be supported as they read core readings in their grade-ten humanities class, American Experience. This course seeks students who struggle with reading who are also eager to take advantage of an extended learning opportunity designed to help them handle the increased reading expectations at the high school. Students are selected for this course based on data from grade nine core classes.

**Prerequisite: Teacher recommendation. Duration: Full Year. Credit: 1.0 Elective.**

## **Blue House English**

Students must be enrolled in an English course for all four of their Blue House semesters, and earn a total of at least 2 English credits in the Blue House in order to graduate, totalling 4 English credits over 4 years.

***The humanities Blue House English courses are designed to empower students to develop their individual interests related to literature and writing. In order to fulfill this objective, students must enroll in some required courses, but are also encouraged to select from a variety of offerings based on their interests and readiness.***

All juniors must enroll in either: “**T.H.E.E.: The Human Experience: English**”, a full-year, concept-based, differentiated English course, OR “**Advanced Placement English Language**.”

Seniors must enroll in “**Seminar**,” a year-long interdisciplinary English AND social studies course. “**Seminar**” asks students to read, write, think about current community, social, and political issues and demonstrate their learning in a public event at the end of the school year. Students earn .5 English and .5 social studies credits for “**Seminar**.”

## **Grade Eleven**

### **The Human Experience: ENGLISH (THEE) (#306): ♦**

“**T.H.E.E.**” is a 1-credit, year-long English course for eleventh graders not already enrolled in AP English. At its core, T.H.E.E. allows students to see the beauty of the English language in the images of the world all around them by asking them to read, view, and listen to a whole array of stories, all of which have something to do with transformative experiences that define our humanity. In T.H.E.E. students will delve into stories that are both old and new, long and short, simple and complex, all so that we may consider the circumstances that *inspire humans to transform, to change, to grow*. By exploring the transformative experiences of characters, we seek to gain a deeper understanding of what inspires change in our own lives and what that change may look like once it takes shape.

Over the course of the year, we’ll read some contemporary stories, plays and poems from a variety of authors. We’ll also read traditional stories that have fundamentally impacted the English language, like Homer’s “The Odyssey” and Shakespeare’s *Macbeth*. No matter what we’re reading, we’ll garner the wisdom that awaits us in these rich and insightful stories.

**Required for all juniors NOT enrolled in AP English. Duration: Full Year. Credit: 1.0 English.**

## Senior Graduation Requirement

### **Seminar (#471): ♦**

Seminar is the year-long culminating humanities course required for all twelfth graders at Colchester High School. In Seminar, students will engage in personal reflection, considering the factors that have shaped them in a personal essay. They will further examine how their perspectives influence how they view current events. Students will ultimately identify a pivotal issue relevant to themselves and society today and use that issue to design and execute an extended inquiry study. During the span of the year, students will practice the foundational skills needed to execute an extended inquiry study, create an inquiry plan and complete the research required to fulfill that plan. Students should expect to demonstrate skills essential to all learning -- critical reading and thinking, reflective and argumentative writing, and communication -- within the scope of their inquiry study.

**Required of all seniors for graduation. Duration: Full year. Credit: 0.5 Social Studies, 0.5 English.**

## Additional English Offerings

### **Creative Writing (#359): ♦**

In this course, students will explore writing fiction, creative nonfiction, and poetry. In addition to learning techniques to create dialogue, plot, characters, setting, and dramatic tension, students will learn to write from their own experiences. This approach to writing – “start with your own life” – will show students how to begin a story from a character or an incident, real or imagined. All students will write and revise on a consistent basis, as well as read the work and writing tips of professional authors. Students will share their work with each other in a supportive, collaborative environment as they develop their craft and refine their personal voices as writers.

**Prerequisite: None. Duration: Semester. Credit: 0.5 English.**

### **Detective Fiction (#390): ♦**

Students in Detective Fiction will delve into the world of crime-solving and suspenseful storytelling. We'll explore the minds of fictional detectives, analyze the intricacies of criminal investigations, and unravel the secrets hidden within the pages of detective stories — from classic whodunits to modern procedurals. Throughout the course, students will engage in critical discussions, analytical readings, and creative exercises to deepen their understanding of the detective fiction genre. The course will culminate in an immersive mystery for students to solve themselves.

**Prerequisite: None. Duration: Semester. Credit: 0.5 English.**

### **Film Studies (#360): ♦**

In Film Studies, students will view and analyze films in order to understand how the craft and content of filmmaking unite to create unique experiences for viewers. To unpack the complex meanings of this type of text, students in Film Studies will employ many of the same strategies they use when reading literature, in addition to new strategies they learn for analyzing techniques specific to film. Students will examine film as a visual art, the cinematic influence of the American hero, and film as social commentary.

**Prerequisite: None. Duration: Semester. Credit: 0.5 English.**

### **Foundations in Journalism (#365):**

This course will offer students an introduction to the study of journalism and publishing. The class will emphasize reporting across platforms so that students learn not only to write for an audience, but also learn to shoot and edit photos, video, audio, and produce print and digital media. The course will focus on the practice of journalistic writing through pre-writing, conferencing, editing, emphasizing different journalistic styles including news, features, sports, editorials, and reviews. Students will also study journalism philosophy, interview skills, digital publishing tools, headlining, layout and design, and current events as they apply to journalism. Students will be responsible for the production process of the CHS student newspaper, *The Lakeside Voice*, and will contribute to the design and production of the CHS Yearbook in collaboration with the Yearbook Club.

**Prerequisite: Successful completion of Green House humanities courses. Duration: Semester. Credit: 0.5 English.**

### **Popular Literature (#318): ♦**

What does it mean to be popular? Who gets to decide? How do popularity and stories impact your world (including high school)? This class uses popular literature as a way to better understand popular culture. Be prepared to read and talk about popular stories in a variety of forms, including novels, poetry, plays, essays, and short fiction. We'll pay attention to how popular literature evolves over time and how it adapts to different forms of storytelling. This means we'll also need to spend time "reading" music, movies, art, games, and other modes of media to better understand how written literature remains uniquely powerful and popular in the world today. The course thinks seriously about genre. Potential units include: "Horror Story Culture", "Grammar of Games", "Song Lyric Literacy", and "Art of Poetry". Students will have a loud voice in selecting materials to read for class.

**Prerequisite: None. Duration: Semester. Credit: 0.5 English.**

### **Production & Publishing in Journalism (#366):**

This course will build upon foundational skills learned in Journalism 1, guiding students deeper into the craft of reporting, storytelling, publishing and production. The course will support students in advanced interviewing techniques, beat reporting, and structured news writing across multiple formats—including digital, audio, and visual storytelling. Students learn how to develop sources, pursue stories, and use research, data, and public records to strengthen their reporting. Emphasis is also placed on multimedia integration, teaching students to adapt stories for multiple platforms, including video, podcasts, and social media while maintaining journalistic integrity. By the end of the course, students will produce a portfolio of professional-quality work that reflects a more sophisticated understanding of modern reporting and publishing practices. Students will be responsible for the entire production process of the CHS student newspaper, *The Lakeside Voice*, and will contribute to the design and production of the CHS Yearbook in collaboration with the Yearbook Club.

**Prerequisite: Successful completion of Green House humanities courses. Duration: Semester. Credit: 0.5 English.**

### **Public Speaking (#337): ♦**

Regardless of our career choices, we all need to speak up in front of others in our daily lives. Wouldn't it be nice to develop the skills to face those moments with confidence? This course will expose students to a wide variety of strategies in speaking for a variety of purposes in order to face any audience with more confidence. By the end of the semester, successful students will have gained confidence and be well on their way to refining their newfound speaking and listening skills. Students will prepare, deliver and respond to a wide variety of speeches and write and revise a final speech for a performance in front of an audience of community members.

**Prerequisite: None. Duration: Semester. Credit: 0.5 English.**

## **BLUE HOUSE ENGLISH ADVANCED PLACEMENT COURSES**

Colchester High School offers two Advanced Placement English courses: ‘**Language and Composition**’ and “**Literature and Composition**”. Each course is a full-year introductory college course that prepares students for the respective advanced placement exams. Each exam offers students the opportunity to earn three college/university credits. Students enrolling in advanced placement English courses should have strong English skills, a love of language, and a willingness to work hard. Students in AP English will encounter a rigorous curriculum that requires tenacity and resourcefulness.

### **Junior Year AP English: Language and Composition (#387): ♦**

AP English Language and Composition allows students to study the art of non-fiction writing while examining the rhetorical strategies used by diverse authors. To succeed in this course students must, to a high standard, study literature and write independently. Students will become skilled readers of (mostly non-fiction) prose written in a variety of periods, disciplines, and rhetorical contexts while becoming skilled writers who compose for a variety of purposes. Subjects for writing run from personal experiences to public policies and from historical literature to popular culture. Throughout the year, students will heighten their awareness of how stylistic effects are achieved by writers’ linguistic choices, in addition to examining the forces which influence these choices themselves (i.e. ethnicity, gender, region, and era). We will also examine the way audience expectations, subjects, and linguistic conventions contribute to effectiveness in writing. While studying the work of prominent authors, students will hone their own authorial skills, refining and expanding upon the care with which they write. **NOTE:** Students enrolled in AP Language & Composition have the option to earn 4 credits of College Writing through Saint Michael’s College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** Successful completion of Green House humanities courses. **Duration:** Full Year. **Credit:** 1.0 English.

### **Senior Year AP English: Literature and Composition (#382): ♦**

Advanced Placement Literature and Composition provides students the opportunity to read, write, think, and speak extensively and effectively about major works of imaginative literature written in English. This course’s intent is to help students become strategic and empowered close-readers of a broad range of literary genres, skillful writers and speakers who can persuasively convey their understandings of text and its significance, and committed critical and creative thinkers who passionately pursue meaning in literature and life. Much of the course is focused on the complex relationships between storytelling, identity, and transformation. Students are asked to engage in consideration of how the ability to articulate, reflect on, and curate one’s past experiences through language becomes a mode of self-empowerment and a source of rebirth or healing. **NOTE:** Students enrolled in AP Literature & Composition have the option to earn 4 credits of College Literary Studies through Saint Michael’s College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** Successful completion of Green House humanities courses. **Duration:** Full Year. **Credit:** 1.0 English.

## Blue House Social Studies

Students must be enrolled in a social studies course for three of their four Blue House semesters, and earn a total of at least 1.5 social studies credits in the Blue House in order to graduate, totalling 3.5 social studies credits over 4 years.

***The humanities Blue House social studies courses are designed to empower students to develop their individual interests related to the study of history and the social sciences. In order to fulfill this objective, students must enroll in some required courses, but are also encouraged to select from a variety of offerings based on their interests and readiness.***

All juniors must enroll in either: **“The Human Experience: Legacies of the Past”**, a full-year, concept-based, differentiated social studies course, OR an advanced placement social studies course (excluding AP Psychology).

Seniors must enroll in **“Seminar,”** a year-long interdisciplinary social studies AND English course. **“Seminar”** asks students to read, write, think about current community, social, and political issues and demonstrate their learning in a public event at the end of the school year. Students earn .5 social studies and .5 English credits for **“Seminar.”**

All students will experience differentiated curriculums that are rigorous and relevant. Most courses embed individualized challenge opportunities within the traditional curriculum in the form of honors orbital projects and other enrichment activities. Students of high readiness who desire greater challenge than our traditional course offerings, however, may enroll in a variety of advanced placement courses in the humanities.

## Grade Eleven

### **The Human Experience: Legacies of the Past (Legacies) (#402): ♦**

The Human Experience: Legacies of the Past is a full-year, concept-based social studies course for juniors that investigates historical perspectives of issues from around the globe. Students will spend this year examining several major historical eras and events that help shape today's world. Students will make connections about social, economic and political aspects of our society and experiences as we examine events and places around the world. Topics will include the development and beliefs of major world religions, European revolutions such as the Renaissance and the Enlightenment, global imperialism, and times of extreme prejudice and violence such as the Holocaust. Students will use the concept of legacy to form perspectives about a past which continues to influence the modern world. This exploration will occur through primary sources, scholarly reading, class discussions, extensive research, and ongoing reflection on our thinking and learning.

**Prerequisite: None. Duration: Full Year. Credit: 1.0 Social Studies. Required for all students NOT enrolled in AP US History, AP US Government, or AP Human Geography.**

## Senior Graduation Requirement

### **Seminar (#471): ♦**

Seminar is the year-long culminating humanities course required for all twelfth graders at Colchester High School. In Seminar, students will engage in personal reflection, considering the factors that have shaped them in a personal essay. They will further examine how their perspectives influence how they view current events and media. Students will ultimately identify a pivotal issue relevant to themselves and society today and use that issue to design and execute an extended inquiry study. During the span of the year, students will practice the foundational skills needed to execute an extended inquiry study, create an inquiry plan and complete the research required to fulfill that plan. Students should expect to demonstrate skills essential to all learning -- critical reading and thinking, reflective and argumentative writing, and communication -- within the scope of their inquiry study.

**Required of all seniors for graduation. Duration: Full year. Credit: 0.5 Social Studies, 0.5 English.**

## Additional Social Sciences Offerings

### **Modern US History through Film (#403): ♦**

This course explores the social and political history of modern day United States through the study of the movies and music that reflected the cultural ideals and realities of life in America. Students will critically examine modern US history through the lens of major cultural movements from the last half of the 20<sup>th</sup> century to the first decade of the 21<sup>st</sup>. US policies and philosophies impacting modern American life will be explored through films and music from specific decades throughout modern US history. Students will leave this course with a deeper understanding of modern life in the United States and how popular culture shapes and reflects historical life for Americans. *This course will be offered as enrollment and staffing allow.*

**Prerequisite: 10-12. Duration: Semester. Credit: 0.5 Social Studies.**

### **Philosophy (#468): ♦**

Philosophy is the seeking of answers to life's most basic questions, such as "Who am I?" or "What is true?" Myths and religions also answer these questions, but Western philosophy, beginning with the ancient Greeks, persists in using reason and logic to come by the answers to these fundamental problems. This course will begin with a brief history of philosophy and then study some of the writings of the Greek philosophers. From there, students will explore ideas related to the core areas of philosophy, including Metaphysics and Epistemology. Students will also be given space and time to explore relevant issues that interest them, through the lens of Philosophy. The readings in this course will be challenging, and students should be prepared to research, actively discuss, and write about philosophical questions and issues. *This course will be offered as enrollment and staffing allow.*

**Prerequisite: 10-12. Duration: Semester. Credit: 0.5 Social Studies.**

### **Psychology (#465): ♦**

This course provides students with an introduction to the field of psychology, the study of mental processes and human behavior. Units of study will include the development of psychology as a social science, biopsychology, human development and social psychology. The course will include a strong emphasis on applications of psychology in the world around us. Throughout the semester, students will also explore strategies to support their own mental health and wellbeing. Students will read informational texts in order build foundational knowledge, engage in regular class discussions and complete individual inquiry and application projects. ***This class may be taken in addition to AP Psychology, particularly if this class is taken first. This course will be offered as enrollment and staffing allow.***

**Prerequisite: 10-12. Duration: Semester. Credit: 0.5 Social Studies.**

### **Studies in Genocide (#467): ♦**

This course will examine the concept and stages of genocide to better understand how humans have perpetrated these atrocities. Case studies will be used to see these systems in action and to better understand how genocide is a human action, regardless of time and location. Special emphasis will be placed on the study of the Holocaust, with a focus on the historical roots and systems that led to the deaths of more than 6 million people. ***This course will be offered as enrollment and staffing allow.***

**Prerequisite: 10-12. Duration: Semester. Credit: 0.5 Social Studies.**

### **Video Games and Society (#320):**

This course combines a wide variety of social studies content into one class. Students will use video games to explore key concepts of history, geography, economics, psychology, sociology, civics, and philosophy. We'll consider what defines a game, why video games are the most popular and profitable form of modern entertainment, and how this impacts both individuals and global society. All types of players are welcome! Class will be a fun, safe, and supportive space to learn and play, whether you're experienced or brand new to video games. Active play will be emphasized, but the course will also use reading, writing, listening, and dialogue to help us learn. In addition to examining core social studies proficiency, students will practice transferable skills of exploration, celebration, creativity, collaboration, digital citizenship, advocacy, persistence, and more. ***This course will be offered as enrollment and staffing allow.***

**Prerequisite: 10-12. Duration: Semester. Credit: 0.5 Social Studies.**

## BLUE HOUSE SOCIAL STUDIES ADVANCED PLACEMENT COURSES

Colchester High School offers “AP U.S. History,” “AP U.S. Government & Politics,” and “AP Human Geography”. Each is a full-year introductory college course that prepares students for the respective advanced placement exams. Each exam offers students the opportunity to earn three college/university credits.

Students must have strong reading and writing skills, a love of history, and a willingness to work hard. Students in AP social studies will encounter a rigorous curriculum that requires tenacity and resourcefulness. AP social studies courses are open to all students in grades 10-12 who possess academic and intellectual readiness.

### **AP Human Geography (#458): ♦**

AP Human Geography is the study of human adaptation and innovation across place and time. Students will dive into cultures, practices, and lifestyles of populations around the world, with a focus on the present. We will determine how and why humans have developed such different ways to organize, work, eat and live in diverse geographic environments. This course will delve into everything from the way in which new cities are being planned, built, and transformed to how mountaintop communities sustain themselves agriculturally. It will also examine how societies and cultures interact through globalization, world economic markets, trade relationships, and more!

***This course is open to grades 10-12.***

**Prerequisite:** Successful completion of Ninth Grade humanities course. **Duration:** Full Year. **Credit:** 1.0 Social Studies.

### **AP Psychology (#205):**

AP Psychology is a one-year introductory course designed to provide students with a learning experience equivalent to that of a college-level Psychology course, and to prepare students for the AP Psychology exam. This course is designed to allow students to experience an in-depth exploration of human thought processes and behavior through various psychological perspectives. Key terms, concepts, leaders, and principles of psychology are introduced, as well as contradicting viewpoints as to how these basic factors can be interpreted. Students enrolled in this course must commit to engaging in a strong amount of coursework and homework. Major goals of the course are to expand students’ knowledge of Psychology, allow students to apply course concepts to themselves and the surrounding world, and to prepare students for the AP Psychology exam. This class may be taken in addition to *Psychology*, particularly if this class is taken second. ***This course is open to both 11th and 12th graders.***

**Prerequisite:** Successful completion of Green House humanities courses. 11th graders may take for ELECTIVE credit only. **Duration:** Full Year. **Credit:** 1.0 Social Studies.

### **AP U.S. Government & Politics (#448): ♦**

This college-level course dives into the United States government and political system through the analysis and discussion of recent and upcoming elections, hot-button issues and happenings at the local, state, and national level, and civil rights and civil liberties that impact Americans across the country. We will analyze the current political divide in this country and examine the root causes and values that inform political ideologies. We will examine how political campaigns attract supporters and make evidence-based predictions about upcoming elections and Supreme Court cases. By making connections between the purpose and structure of the U.S. government upon its founding to the current interpretations of freedom of speech, religion, expression, etc, we can better understand and evaluate the U.S. government in its present form. **NOTE:** Students enrolled in AP U.S. Government & Politics have the option to earn 4 credits of Intro to American National Politics through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details. ***This course is open to grades 10-12.***

**Prerequisite:** Successful completion of Ninth Grade humanities course. **Duration:** Full Year. **Credit:** 1.0 Social Studies.

### **AP U.S. History (#462): ♦**

Advanced Placement American History is designed to provide students with the analytical skills and factual knowledge necessary to deal with problems and issues in American history. The program prepares students for college level coursework by making demands upon them equivalent to an introductory college class. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively. ***This course is open to both 11th and 12th graders.***

**Prerequisite:** Successful completion of Green House humanities courses. **Duration:** Full Year. **Credit:** 1.0 Social Studies.

## **Mathematics**

The CHS Math Department creates an environment that cultivates mathematical reasoning and meets students at their current level of understanding, so all learners can grow and develop their knowledge and skills. We do this by providing multiple opportunities for learning, and by encouraging students to think flexibly and solve problems in a variety of ways. Our teaching methods stimulate curiosity, encourage persistence, and incorporate technology. We encourage students to be self-sufficient learners who know when to use tools and resources as they model and analyze problems. CHS graduates will achieve a level of math literacy appropriate to any future path they choose.

Students are required to complete three and a half credits of mathematics, including Algebra I and Geometry. Students are also strongly encouraged to continue their study of mathematics by taking Algebra II and other electives. Most students transition from the middle school into Algebra I at the high school. Students who have successfully completed Algebra I at the middle school should choose Geometry at the high school. Middle school students who successfully complete Algebra I, will be granted a total of one elective credit (pass) for the class upon entering the high school. All students, regardless of which math classes they completed at the middle school level, must complete three and a half credits of mathematics at the high school.

## Math Discipline Proficiencies

- **Problem Solve:** The CHS graduate can persist in solving a problem independently by analyzing, making predictions, and using mathematical methods to develop a reasonable solution.
- **Model:** The CHS graduate can use mathematics to explore the relationships among quantities in context and use these relationships to draw conclusions.
- **Algebra & Functions:** The CHS graduate can create, interpret, use and analyze expressions, equations, inequalities, and functions in a variety of contexts.
- **Geometry:** The CHS graduate understands geometric concepts and constructions and can use them to prove theorems and to solve a variety of problems.
- **Statistics & Probability:** The CHS graduate can interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.

### Algebra I (#245): ♦

This course introduces students to mathematical concepts that serve as the foundation for future high school courses and beyond. Major topics include solving and graphing equations and inequalities, analyzing functions, exploring features of quadratic and exponential equations, and solving and graphing systems of equations. Considerable emphasis is placed on problem-solving to help students build mathematical meaning and draw connections between concepts.

**Prerequisite:** n/a. **Duration:** Full Year. **Credit:** 1.0 Math.

### Algebra II in Depth (#255): ♦

This course continues students' study of Algebra by going more in-depth on concepts, including solving linear, quadratic, and higher-degree polynomial equations. Other topics include exponents and logarithms, functions and their transformations, and sequences and series. Emphasis is placed on problem-solving to draw connections between concepts. Technology is used extensively to view, analyze, and solve problems.

**Prerequisite:** C- or better in Algebra I and Geometry or teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Math.

### Algebra III (#290): ♦

This course is designed for students who wish to continue their study of mathematics beyond Algebra II, but may not be quite ready or have an interest in Precalculus. The course prepares students for college-level mathematics by reviewing the fundamental concepts of algebra. The course will enhance skills developed in Algebra II through a more in-depth study of those concepts. Students in Algebra III will be challenged to increase their understanding of algebraic, graphical and numerical methods as they analyze, solve, and manipulate linear, quadratic, exponential, and logarithmic functions.

**Prerequisite:** Passing grade in Algebra II in Depth. **Duration:** Semester. **Credit:** 0.5 Math

**Algebra Extended (#248):**

This course is intended to enhance students' knowledge and skills in Algebra I as well as to introduce them to the foundations of Algebra II. In this class students will review and deepen their knowledge in the areas of linear equations, sequences, exponential and quadratic functions, systems of equations, and analyzing functions. This course will regularly employ differentiated instruction and will meet students where they are in order to grow their math ability and confidence.

**Prerequisite:** Grade 11-12 students, completion of Algebra 1, and teacher recommendation. **Duration:** Semester. **Credit:** 0.5 Math.

**Consumer Math (#224):**

This is a semester course designed to help students learn how to best handle their personal finances. Areas of study will include earning money, personal banking, creating a budget, consumer credit, insurance and investing. All students can benefit from this course to become better prepared citizens.

**Prerequisite:** Grade 11-12 students. **Duration:** Semester. **Credit:** 0.5 Math.

**Geometry (#260): ♦**

This course is the study of Euclidean Geometry using an investigative approach. Through these investigations, students will define geometric terms and discover conjectures about geometric figures. Major topics covered include: similarity and congruence of figures, circles, solids, and an introduction to trigonometry. Technology, proofs, and problem-solving are used regularly to help students visualize and explore these geometric concepts.

**Prerequisite:** Passing grade in Algebra 1. **Duration:** Full Year. **Credit:** 1.0 Math.

**Math in Finance (#251):**

This semester-long course covers all of the essential topics necessary to become a financially capable student. By the end of the course, students will have a thorough understanding of behavioral economics, taxes, long and short-term planning, payment models, and debt. This course will emphasize using spreadsheets to model and compare financial situations. All students will have financial responsibilities after they graduate and this course can help ensure successful navigation of that.

**Prerequisite:** Grade 11-12 students. **Duration:** Semester. **Credit:** 0.5 Math.

**Math Mentoring (#204):**

Math Mentors work as teachers' aides in green house math classes. Students in math classes receive additional support in the area of mathematics beyond their regular math course. Math Mentors work one-on-one as well as with small groups of students, assist students with math homework, review basic math concepts, assist with math review software, or re-teach Algebra and/or Geometry concepts. As a Math Mentor, it is important that you are comfortable with basic number, computation, Algebra I, and Geometry skills. Math Mentors will occasionally meet with the Strategic Math teacher outside of class time to discuss class, learn effective mentoring strategies, and check in about roles and responsibilities. You must complete an application to be a Math Mentor.

**Prerequisite:** Grade 11-12 students. **Duration:** Semester. **Credit:** 0.5 Elective per semester, or earn Community Service hours in lieu of credit.

### **Math of Sports (#227): ♦**

Are you interested in sports? Math of Sports will look at sports through a statistical lens to help students gain a better understanding of the games they love. In this course, you will learn to use mathematical tools that can help predict and analyze sporting performances and outcomes. Major topics studied will include the representation and analysis of sports data, one-variable statistics, general probability, and the use of confidence intervals to make predictions.

**Prerequisite: Passing grade in Algebra I. Duration: Semester. Credit: 0.5 Math.**

### **Math Prep (#242):**

This course is designed for students in Algebra II in Depth who find they need more time and opportunity to master math concepts and skills. There will be time given to strengthen and re-learn topics in Algebra II in Depth. In addition, a standardized test preparation portion of this course is designed to familiarize and better prepare students for the mathematics portions of the ACT and SAT. Students will learn test taking strategies, discover their own areas of mathematical content strengths and weaknesses, review and re-learn content covered on the assessments, and practice using technology allowed on the tests.

**Prerequisite: Grade 11-12 students. Concurrent enrollment in Algebra II in Depth or teacher recommendation. Duration: Semester. Credit: 0.5 Elective per semester.**

### **Pre-Calculus (#279): ♦**

This course is designed to prepare students for Calculus. Topics of study include an expansion on function analysis, applications of trigonometric functions, rational functions, conic sections, and vectors. Combining analytic geometry with the concepts of algebra and functions, students develop a stronger dialogue between algebra and geometry. Technology is used extensively in order to view, analyze, and solve problems.

**Prerequisite: B or better in Algebra II in Depth and teacher recommendation; B or better in Algebra III and teacher recommendation. Duration: Full Year. Credit: 1.0 Math.**

### **Statistics (#264): ♦**

This course will provide an introduction to the principles of statistics. Emphasis will be placed on students' ability to interpret and apply statistical concepts and reason with statistics. Topics will include describing data, the normal distribution, linear regression, sampling strategies and experimental design. Students will apply these basic statistical principles while solving a variety of problems.

**Prerequisite: Passing grade in Algebra I. Duration: Semester. Credit: 0.5 Math.**

### **Strategic Algebra (#203):**

This course is available to students enrolled in Algebra I. This course gives students an elective credit and is designed for those who may need more time and opportunities to master Algebra concepts and skills. Since it is taken concurrently with Algebra I, the skills and concepts taught in this course relate to those being taught in the Algebra I course. This course is adapted to the pace of each individual learner. Enrollment is by recommendation only.

**Prerequisite: Teacher and school counseling recommendation; concurrent enrollment in Algebra I. Duration: Full Year. Credit: 1.0 Elective.**

**Strategic Geometry (#261):**

This course is available to students enrolled in Geometry. This course gives students an elective credit and is designed for those students who may find that they need more time and opportunities to master the geometry concepts and skills. Since it is taken concurrently with Geometry, the skills and concepts taught in this course relate to those being taught in the Geometry course. This course is adapted to the pace of each individual learner. Enrollment is by recommendation only.

**Prerequisite:** Teacher and school counselor recommendation; concurrent enrollment in Geometry. **Duration:** Full Year.

**Credit:** 1.0 Elective.

## **BLUE HOUSE MATHEMATICS ADVANCED PLACEMENT COURSES**

**AP Calculus (#280): ♦**

The four main concepts covered in this college-level calculus course are derivatives, limits, definite integrals, and indefinite integrals. All topics are looked at graphically, numerically, algebraically, and verbally. Graphing calculators are used daily as a technique for solving problems as well as to help students better visualize the concepts of Calculus.

**Prerequisite:** Teacher recommendation and B+ or better in Precalculus. **Duration:** Full Year. **Credit:** 1.0 Math.

**AP Statistics (#283): ♦**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Graphing calculators are used daily as a technique for solving problems as well as to help students better visualize the concepts of Statistics. **NOTE:** Students enrolled in AP Statistics have the option to earn 4 credits of Elementary Statistics through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** Successful completion of Algebra II or equivalent and teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Math.

## Science

The CHS Science Department cultivates an environment that fosters lifelong intellectual curiosity and enables students to become scientifically literate citizens. This is achieved through a variety of interconnected, rigorous, and authentic learning experiences in which students model concepts, investigate questions, analyze data and evidence, problem-solve, and communicate findings. Through their science experience students employ and hone lifelong learning habits to achieve proficiency in these skills across science disciplines.

The Science Department provides students with the necessary rigorous coursework for admittance to colleges and universities. The curriculum also provides scientific experiences for the work-ready student. ***Note: For students with a high interest in science, we are prepared to develop a four-year plan upon request. Please contact a school counselor or the science team leader for more information.***

For graduation, students are required to complete three and a half credits in science including Biology, Earth Systems Science or AP Environmental Science, and one full year of physical science (Chemistry or Physics). *We highly encourage students seeking to go on to a competitive college or who desire to pursue a science, medical, or engineering field in college to take both Chemistry and Physics.*

### Science Discipline Proficiencies

- Modeling**: The CHS graduate can construct, interpret, and analyze models and systems to build understanding and test ideas across science disciplines.
- Analyzing**: The CHS graduate can critically analyze information from a number of sources (written, graphical, verbal) to draw scientifically valid conclusions across science disciplines.
- Communicating Scientifically**: The CHS graduate can effectively communicate scientifically valid evidence in a number of ways (written, graphically, verbally) to support an argument across science disciplines.
- Investigating**: The CHS graduate can design, implement, and refine scientific investigations across science disciplines.
- Engineering Solutions**: The CHS graduate can design, implement, and refine engineering solutions across science disciplines.
- Connecting**: The CHS graduate can identify, describe, and explain interrelationships and connections among science disciplines, technology, and society.

### **Earth Systems Science (#110):**

This course is designed to serve as an introduction to earth and environmental science. Students will explore the science of our Earth and the role that humans play in shaping the natural world through the following units of study: Earth history, structure and plate tectonics; properties of water, weathering, erosion, and river formation; and climate change. The primary goals of this course are to increase scientific literacy, develop students' abilities to obtain and apply scientific skills and knowledge to real-life situations, and explore the naturally occurring and human-influenced changes taking place in our natural world. All students will be challenged by a common differentiated, hands-on, inquiry-based curriculum.

**Prerequisite:** 9th grade: Teacher recommendation. **10th grade:** None. **Duration:** Full Year. **Credit:** 1.0 Science.

### **Experimental Biology 9 (#119): ✓**

In this lab-based course, students will explore major biological themes in depth while focusing on unifying concepts. It is also designed to teach students fundamental skills they will need for success in other CHS science classes. The topics covered are ecology, cellular basis of life, homeostasis, genetics and inheritance, and biological evolution. Students will engage in lab-based experiments, hands-on activities, outdoor investigations, independent and group work, and use visuals, manipulative models, texts, and other media to learn about and explore biology. During the course of the year, students will hone their scientific inquiry and analysis skills. Differentiated instruction will be used to support and challenge students of all levels. Successful completion of the course should leave the student with excitement about biology and science and an increased sense of academic confidence to approach the rest of their CHS science career. Experimental Biology is a heterogeneous class: students will be grouped with intention so that each class includes the diverse range of students present in the entire freshman class.

**Prerequisite:** None. **Duration:** Full Year. **Credit:** 1.0 Science.

### **Experimental Chemistry (#150): ♦**

This college preparatory, lab-based course is designed for students who plan to attend a four-year college and who have a strong interest in pursuing a career in a scientific field. Math is integrated throughout the course for making numerical predictions and for data analysis. Exemplary learning dispositions are key to success. The course includes extensive laboratory work. Students will be using a variety of technological applications throughout the year. Students should expect to gain a deeper understanding of the matter that makes up our world and how the chemical reactions that make and change that matter occur.

**Prerequisite:** B or better in Experimental Biology AND Algebra I, successful completion of Geometry, AND teacher recommendation. **Duration:** Full Year. **Credit:** 1.0 Science.

### **Introduction to Physics (#162): ✓**

This course is for students who are curious about the basic rules governing how the world (and the universe) around them works. Topics such as motion, force, momentum, and energy will be explored through a mix of hands-on projects, mathematics, and labs. The mechanics of simple machines, properties of matter, basic astronomy, and gravity, will also be examined. All students will strengthen algebra skills through the mathematical modeling of physics concepts via a heterogeneous and differentiated curriculum. Students will be supported and encouraged to apply more advanced math skills as appropriate. The use of technology is embedded in laboratory content where electronic sensors are often used to collect and analyze data.

**Prerequisite:** 10th grade: C or better in Experimental Biology AND in Algebra I. **11th/12th grade:** None. **Duration:** Full Year. **Credit:** 1.0 Science.

### **Lab Chemistry (#145): ♦**

This college preparatory lab-based course is structured around building an understanding of the basic concepts of chemistry. Students investigate these concepts in a variety of contexts including problem-solving, projects, direct instruction, classroom discussions, and laboratory activities.

Students are expected to be familiar with and able to use algebraic and mathematical skills as they relate to abstract chemical concepts. Topics covered in this course include the nature of matter and the periodic table, atomic theory, chemical nomenclature, gas behavior, chemical reactions, and stoichiometry. Laboratory work, performed frequently, is essential to the development of in-depth understanding. Computer software applications, online simulations, and electronic data collection are used at various times throughout the year.

**Prerequisite: 10th grade: C or better in Experimental Biology AND in Algebra I. 11th/12th grade: None.**

**Duration: Full Year. Credit: 1.0 Science.**

## **Science Electives**

### **Anatomy and Physiology (#112): ♦**

If you had to live without one body system, which would you choose? The circulatory, respiratory, nervous, immune system, or the musculoskeletal system? Can't decide? Consider taking Anatomy & Physiology where students have an opportunity to discover how these systems interact and work together to maintain balance in the human body. Throughout this one-semester course, students will explore the structure and function of human cells, tissues, and organ systems as well as how these systems respond under a given set of conditions.. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

**Prerequisite: 10th grade: Successful completion of Experimental Biology. 11th/12th grade: None.**

**Duration: Semester. Credit: 0.5 Science.**

### **Breaking into Coding (#115): ♦**

We all know that electronic devices run by software surround us. Phones, tablets, and laptops immediately jump to mind. If one thinks a little further, vehicles, robots, and things like air traffic control probably also surface. With many of the “things,” both seen and unseen, in our lives becoming increasingly software-controlled, the opportunities for people with knowledge of computer science and coding are exploding. This course aims to introduce and give students chances to practice some of the fundamental attitudes, skills, and knowledge connected with computer science. Students will be coding (writing computer language) for a variety of purposes. Some will be solely computer-based while others will physically interact (input and output) with the real world. Students will work individually and collaboratively throughout the semester. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

**Prerequisite: Successful completion of Algebra I. Duration: Semester. Credit: 0.5 Science.**

### **Engineering Lab (#114): ♦**

Engineering Lab enables students to apply their skills and knowledge in the area of research and development while using the engineering design process to develop solutions to problems. Students will be involved in basic design procedures and the development and construction of original ideas. The course includes the use of 3D design using CAD software and the use of 3D printed objects in design/build projects. Brainstorming in groups and on an individual basis will be oriented toward the development of solutions to problems. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

Prerequisite: 9th grade: 8th grade teacher recommendation. 10th-12th grade: None.

Duration: Semester. Credit: 0.5 Science.

### **Forensic Science (#117):**

Just how “real” is CSI? Are holograms really used to examine skeletons? Can crimes be solved in an hour? The field of forensic science applies the essential processes of science to the resolution of criminal matters. This course offers students an opportunity to apply science skills to solve “real world” mysteries. This course explores the collection and analysis of hair, fiber, fingerprints, blood spatter, DNA, bones, and other evidence. Laboratory work utilizing skills and knowledge from chemistry, biology, physics, and math comprises a large portion of the course. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

Prerequisite: 10th grade: Successful completion of Experimental Biology. 11th/12th grade: None.

Duration: Semester. Credit: 0.5 Science.

### **Science of Survival (#118): ♦**

If you got lost in the wilderness with minimal supplies, how long would you last? Would you know what to do? Would you know how to make a shelter, a fire, or navigate out? The Science of Survival course will teach you basic skills needed if you are ever put in this situation. Science topics embedded in this class include engineering, biology, and physics. By understanding these embedded topics, students will use the engineering process to design and build shelters and create fire in multiple ways, learn basic first-aid, plant and animal identification, understand what to pack before heading out into the wilderness, and basic navigation techniques. Students who enroll in this one-semester course are expected to have an affinity with the outdoors because this class will often be held outside the classroom in the woods behind CHS. Skills will be assessed through hands-on demonstrations and a large culminating activity at the end of the semester. *This course is offered annually, but will only be taught as enrollment and staffing allow.*

Prerequisite: Open to Grades 9-10 (Green House). Duration: Semester. Credit: 0.5 Science.

## BLUE HOUSE SCIENCE ADVANCED PLACEMENT COURSES

### AP Biology (#175): ♦

This course is built around the College Board Advanced Placement Biology Curriculum Framework. This approach involves exploring four *Big Ideas of Biology* and the connections between them. Integrated into the experience are important *Science Practices* and *21st Century Skills*. Though the emphasis is on concept application, the course content is still extremely rigorous and success requires extensive time outside of class. In addition to reading most of a college biology textbook, students will design, perform, and write up or present numerous experiments and labs, do fieldwork, and undertake a variety of in-depth activities to enhance their learning. Students will have the option of an internship/job shadow experience or self-design investigation following the AP exam to explore applications of their learning from the course. A presentation on this experience takes the place of a written **final exam**, but there is a **two-day, comprehensive midterm** exam modeled on the AP test. The instructor will meet with students in June prior to the start of the course to discuss summer work. *This course is offered annually, but will only be taught as enrollment and staffing allow.* **NOTE:** Students enrolled in AP Biology have the option to earn 4 credits of General Chemistry through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** B or better in Biology, concurrent enrollment in or successful completion of a Chemistry class, and teacher recommendation. **Duration:** Full Year - Meets EVERY day for the entire year. **Credit:** 2.0 Science.

### AP Chemistry (#152): ♦

Advanced Placement Chemistry is designed as a second-year deep dive into the subject for students with a keen mind and a strong drive to excel in the field of science or math. This course will cover each of the major topics covered in a college chemistry class including: atomic structure, chemical bonding, stoichiometry, gas behavior + equilibrium, energy of reactions + chemical kinetics, acid/base chemistry, equilibrium, and electrochemistry. This course will also include each of the 22 laboratory experiments required by the College Board. Students should anticipate extensive time and effort both in and out of class, but it is well worth the experience. The instructor will meet with students in June prior to the start of the course to discuss summer work. The course is designed to prepare students for the optional AP examination given in May. *This course is offered annually, but will only be taught as enrollment and staffing allow.* **NOTE:** Students enrolled in AP Chemistry have the option to earn 4 credits of General Chemistry through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** B or better in Experimental Chemistry OR A- or better in Lab Chemistry, Algebra III OR Pre-Calculus (math prerequisite may be taken concurrently), and teacher recommendation. **Duration:** Full Year - Meets EVERY day for the entire year. **Credit:** 2.0 Science.

**AP Environmental Science (#174): ♦**

The AP Environmental course will provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary and will include topics in Earth Science and Biology. Specifically, content and labs will address: Earth Systems and Resources, The Living World, Population, Land Use and Water Use, Energy Resources and Consumption, Pollution, and Global Change. A variety of teaching techniques will be employed, including lab, lecture, discussion, movies, and data-driven field trips. This class will prepare students for the AP examination given in May. The instructor will meet with students in June prior to the start of the course to discuss summer work. *This course is offered annually, but will only be taught as enrollment and staffing allow.* NOTE: Students enrolled in AP Environmental Science have the option to earn 4 credits of Environmental Science through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** 10th grade: B or better in Experimental Biology AND teacher recommendation. **11th/12th grade:** teacher recommendation. **Duration:** Full Year - Meets EVERY OTHER day for the entire year. **Credit:** 1.0 Science.

**AP Physics 1 (#126): ♦**

AP Physics 1 is a full-year course that is the equivalent of a first-semester introductory college course in algebra-based physics. Students build their understanding by developing models of physical phenomena through inquiry-based investigations as they explore kinematics, dynamics, work, energy, & power, linear momentum, torque & rotational dynamics, energy & momentum of rotating systems, oscillations, and fluids. The course is designed to prepare students to take the AP Exam in May, though doing so is the student's choice. *This course is offered annually, but will only be taught as enrollment and staffing allow.* NOTE: Students enrolled in AP Physics 1 have the option to earn 4 credits of General Chemistry through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite:** Successful completion of Experimental Biology, Science Teacher recommendation **WITH** Math Teacher input. **Duration:** Full Year - Meets EVERY OTHER day for the entire year. **Credit:** 1.0 Science.

## Support Services

Colchester students are served through a variety of ways to support their academic, social and emotional growth. Some of the services and programs that are available for students are:

- ELL - for English Language Learner students requiring additional language supports.
- 504 - for identified students who are diagnosed with a disability and need accommodation as part of their school day.
- EST - for identified students requiring additional educational supports as part of their school day.
- Special Education - for identified students who are diagnosed with a disability and demonstrate a need for specialized instruction around basic skill areas and/or areas with adverse effect.
- School-Based Clinicians -provided to students who are in need of family or social and emotional supports. Enrollment determined by teacher recommendation.
- Speech - 1:1, small group or large group instruction and supports around identified Speech & Language needs.
- Crossroads - School program which provides instruction and support for students identified with an intellectual disability. Instruction is focused on the acquisition of life and transitional skills. Enrollment determined by team recommendation.
- CHAMP- A half-day special education alternative program that provides students with the opportunity to earn credits in English, Social Studies, Math, Science through engaging, hands-on curriculum, small group instruction, embedded SEL instruction and community based opportunities. Enrollment determined by student need, fit with program expectations and team decision.
- CAP - Colchester Alternative Program designed to support the instructional needs of students needing a smaller environment. Enrollment is determined by need, application and teacher recommendation.

Additionally, there are some course offerings available to students within support services. Student enrollment within these courses is based on data collected, team discussions/decisions and teacher recommendations.

### **DI Literacy (#50L):**

In DI Literacy, students work on executive functioning skills, morphology and vocabulary, fluency, reading comprehension, grammar, as well as spelling and writing conventions. Outside of direct instruction in the core areas, students receive additional instruction and individualized goal work based off of their plans as well as support with concepts/work from other classes.

**Prerequisite: Open to identified students in Grades 9-12 (with teacher recommendation). Duration: Full Year. Credit: 0.5 Elective.**

**DI Math (#50M):**

In DI Math, students work on executive functioning skills, basic math fluency, algebra concepts, geometry concepts and real world mathematical life skills. Outside of direct instruction in the core areas, students receive additional instruction and individualized goal work based off of their plans as well as support with concepts/work from other classes.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 0.5 Elective.

**DI Mixed House (#50):**

This course is designed to provide students with specialized instruction around identified academic, basic skill and/or behavioral needs. This course is taught by a special educator. This course is broken into two major parts:

- specialized small group or individual instruction
- additional in-class time and supports to complete homework

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 0.5 Elective.

**English Language Learners - ELL (#995):**

Multilingual learners are provided with support in learning the English language. The instruction focuses on basic interpersonal communication skills (BICS) and Cognitive Academic Language Proficiency (CALPS). Academic language is characterized by being abstract, context reduced, and specialized. Multilingual learners develop key language uses: Narrate, Inform, Explain and Argue. The course implements the WIDA English Language Development Standards Framework.

Multilingual learners are assessed annually with ACCESS for ELS 2.0 standardized testing to measure growth in reading, listening, speaking and writing. A composite score of 5.0 is required to move to monitoring status.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 1.0.

**Level I- ML English (#995q):**

Specialized language instruction is provided for MLs in their first year of enrollment in U.S. schools with a WIDA screener score of 1.0-1.7. The course increases phonemic awareness, fluency, vocabulary, comprehension, and writing skills. Literacy and language are acquired through interpretative modes of communication and explicit instruction emphasizing phonics and phonological awareness. Reading comprehension skills are built through various genres. Vocabulary instruction is designed to increase basic interpersonal communication skills with peers and teachers.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 1.0.

**Newcomer ELL (#995n):**

Newly arrived refugee and immigrant students and learners who are achieving a composite score of 2.5 or lower receive intensive English language instruction. Multilingual learners are provided with assistance in navigating their content area classes through the use of multimodality. In addition to written and spoken communication, students also communicate and access content through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means. The course implements the WIDA English Language Development Standards Framework. Multilingual learners are assessed annually with ACCESS for ELS 2.0 standardized testing to measure growth in reading, listening, speaking and writing. A composite score of 5.0 is required to move to monitoring status.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 1.0.

**Strategic Study (#929):**

This course is designed to provide students with a structured setting to gain the skills they need in order to be a successful learner in, and beyond, high school. They will work to develop skills such as collaboration, self-advocacy, organization, time management, and goal-setting. Students will also work to develop awareness and responsibility for their learning style, needs, and strengths, and will be taught to access supports and resources to help them overcome obstacles and gain independence.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 0.5 Elective.

**Supported Study (#930):**

This course is designed to provide students with academic and homework supports in a smaller group setting. The structure of this class is similar to a study hall with additional scaffolded supports in place. Some student supports found as part of this class are: small class size, more frequent teacher check-ins, instruction around organization and executive functioning. A large portion of this course is designated to provide additional in-class time and supports to complete homework.

**Prerequisite:** Open to identified students in Grades 9-12 (with teacher recommendation). **Duration:** Full Year. **Credit:** 0.

## World Languages

### World Language Discipline Proficiencies

- **Presentational Communication:** The CHS graduate can engage in meaningful one-way communication (speaking and writing) to inform, explain, persuade and/or narrate to an intended audience on a range of content and contexts.
- **Interpretive Communication:** The CHS graduate can interpret meaning and cultural perspective through reading, listening and viewing a variety of authentic materials.
- **Interpersonal Communication:** The CHS graduate can participate in conversations on familiar topics, using sentences and/or series of sentences in appropriate time frames, as well as handle social interactions and everyday tasks by asking and answering a variety of questions.
- **Language Fundamentals:** The CHS graduate can recognize and make use of thematic vocabulary and grammatical conventions of increasing complexity as they communicate with the various modes and advance through the levels of language learning.
- **Intercultural Competence:** The CHS graduate can investigate and interact with empathy and an awareness of the perspectives of self and others while recognizing the factors that influence who people are and how they communicate.

### **Introduction to Arabic Part 1 (#530n):**

AHLAH (أهلاً) Ahlan Bikom!) This course is an introduction to the phonology and script of Arabic and its basic vocabulary and fundamental structures. Students will practice communicating in Arabic as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. Students will learn the Arabic alphabet and be able to use simple daily expressions during classroom interactions, out-of-class assignments and conversations with the instructor. Students will also enjoy wonderful online cultural tours to help them learn about Arabic countries and their history, traditions and food. Music, dance, audio-visual and other print and online materials will support the curriculum. As part of the authentic cultural experience, students will have the opportunity to cook authentic Lebanese food in the school kitchen.

*This course is not offered annually. It will be offered as enrollment and staffing allow.*

Prerequisite: None. Duration: Semester. Credit: 0.5 Elective

### **Introduction to Arabic Part 2 (#531):**

مرحباً! Marhaba) Hello! Continuing the linguistic and cultural journey, Part 2 builds on the foundation laid in Part 1. Alphabet learning progresses to its second half, ensuring a thorough grasp of the Arabic script, letter connections, and dictation. Concurrently, cultural exploration deepens, incorporating more aspects of music, dance, additional audio-visual resources, and culture exploration and connections. Students will continue to expand their repertoire of simple daily expressions, applying them actively during classroom interactions and conversations with the instructor. Online cultural tours offer insights into the history, traditions, and cuisine of Arabic-speaking countries. Practical application remains a focal point, complemented by occasional cooking in our school kitchen. It's important to note that this course seamlessly integrates content from Part 1, creating a holistic and progressive learning experience. *This course will be offered as enrollment and staffing allow.*

Prerequisite: Intro to Arabic Part 1. Duration: Semester. Credit: 0.5 Elective

## **French**

### **French I (#500): ♦**

Students will practice communicating in French in practical, real-life situations as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. They will develop their listening, speaking, reading, and writing skills through functional and proficiency based activities. Students will learn to understand and use the structures of the language necessary for basic communication. They will become familiar with French culture and customs from around the world. Music, audio-visual and print materials will support the curriculum.

Prerequisite: None. Duration: Full Year. Credit: 1.0 Elective. Note: One credit may be granted for Developing or better (development toward proficiency) in level one World Language at CMS.

### **French II (#505): ♦**

Students will continue language study in the five areas as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. They will continue to develop their listening, speaking, reading, and writing skills begun in French I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Music, audio-visual, and print materials will support the curriculum. Students will become more familiar with the cultures of France, Québec and other francophone countries or regions.

**Prerequisite: C or better (or the equivalent to development toward proficiency at CMS) in French I. Duration: Full Year. Credit: 1.0 Elective.**

### **French III (#515): ♦**

This course will continue language study in the five areas as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities to further develop the listening, speaking, reading and writing skills of the previous level. Students will become more proficient in the use of the language and more familiar with the French culture of France (Europe), Canada and the Francophone countries of Africa. Students will further develop the functional skills necessary to use the language for work, travel and personal goals. Music, audio-visual and print materials will support the curriculum.

**Prerequisite: C or better (equivalent to development toward proficiency) in French II. Duration: Full Year. Credit: 1.0 Elective.**

### **French IV (#520): ♦**

In this course, students will build upon their prior communication skills as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities) New vocabulary and grammar will be presented through thematic units of study (daily life, travel, health, and relationships). Students will also use the French language to explore some aspects of contemporary culture, history and the arts of the francophone world . Music, audiovisual and print materials will support the curriculum and highlight connections between French speakers and the greater community.

**Prerequisite: Commitment to speaking French is essential. C or better (equivalent to development toward proficiency) in French III. Duration: Full Year. Credit: 1.0 Elective.**

### **French V (#519): ♦**

In this course, students will use authentic and current French materials to develop language skills in multiple modes of communication, including interactions in writing and speaking, interpretation of audiovisual and print materials, and oral and written presentation of information and ideas. The AP College Board suggested themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, and Science and Technology will facilitate the integration of language, content and culture and promote the use of higher level French in a variety of interdisciplinary contexts. Students may choose to take the AP French Language and Culture exam in May, but it is not a requirement. *This course is not offered annually. It will be offered as enrollment and staffing allow.* **NOTE:** Students enrolled in French V have the option to earn 4 credits of FR 102 through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Prerequisite: A commitment to the use of French is essential. B or better (equivalent to achieving proficiency) in French 4. Duration: Full Year. Credit: 1.0 Elective.**

## Spanish

### Spanish I (#525): ♦

Students will practice communicating in Spanish in practical, real-life situations as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. They will develop their listening, speaking, reading, and writing skills through functional and proficiency based activities. Students will learn to understand and manipulate the structures of the language necessary for basic communication. They will receive an overview of Hispanic culture and customs. Music, audio-visual, and print materials will support the curriculum.

**Prerequisite:** None. **Duration:** Full Year. **Credit:** 1.0 Elective. *One credit may be granted for Developing or better (development toward proficiency) in level one World Language at CMS.*

### Spanish II (#532): ♦

Students will continue language study in the five areas as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. They will continue to develop their listening, speaking, reading, and writing skills begun in Spanish I. They will become more proficient in spontaneous use of the language and will continue to make real-life and functional applications. Music, audio-visual and print materials will support the curriculum. Students will study the cultures of the Spanish-speaking world as well as the role of Latino customs and peoples in the United States.

**Prerequisite:** C or better (or the equivalent to development toward proficiency at CMS) in Spanish I. **Duration:** Full Year. **Credit:** 1.0 Elective.

### Spanish III (#535): ♦

This course will continue language study in the five areas as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities to further develop the listening, speaking, reading and writing skills of the previous level. Students will become more proficient in the use of the language and more familiar with Latino culture in the Spanish-speaking world and the United States. Students will further develop the functional skills necessary to use the language for work, travel and personal goals. Emphasis is on understanding and communicating in Spanish in a variety of authentic situations. Music, audio-visual, and print materials will support the curriculum.

**Prerequisite:** C or better (equivalent to development toward proficiency) in Spanish II. **Duration:** Full Year. **Credit:** 1.0 Elective.

### Spanish IV (#537): ♦

In this course, students will build upon their prior communication skills and knowledge of grammar through thematic units of study as outlined by the course proficiencies and the standards for world language learning: Communication, Cultures, Connections, Comparisons and Communities. Students will use the Spanish language to explore aspects of contemporary culture, history, and the arts of the Spanish-speaking world. Music, audio-visual and print materials will support the curriculum and highlight connections between Spanish speakers and the greater community.

**Prerequisite:** Commitment to speaking Spanish is essential. C or better (equivalent to development toward proficiency) in Spanish III. **Duration:** Full Year. **Credit:** 1.0 Elective.

### **Spanish V (#542): ♦**

In this course, students use authentic and current materials in Spanish to develop language skills in multiple modes of communication, including interactions in writing and speaking, interpretation of audiovisual and print materials, and oral and written presentation of information and ideas. The AP College Board suggested themes of Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology will facilitate the integration of language, content and culture and promote the use of higher level Spanish in a variety of interdisciplinary contexts. Students may choose to take the AP Spanish Language and Culture exam in May, but it is not a requirement. *This course is not offered annually. It will be offered as enrollment and staffing allow.* **NOTE:** Students enrolled in Spanish V have the option to earn 4 credits of SP 102 through Saint Michael's College via the VT Dual Enrollment Program. Interested students should see their school counselor for details.

**Pre-requisites:** A commitment to the use of Spanish is essential. **B** (equivalent to achieving proficiency) or better in Spanish 4.  
**Duration:** Full Year. **Credit:** 1.0 Elective.

## **Additional Academic Opportunities**

### **Andros Adventure (#990a):**

A bi-annual research trip of a lifetime to The Forfar Research Station on Andros Island in the Bahamas. Students have the opportunity to complete original research in a field of their choosing while earning 0.5 elective credits at CHS. The trip is open to students in the 11th and 12th grades though students apply in the spring of the year before as 10th and 11th graders, so plan ahead if you are interested!

**Prerequisite:** Completed Application (Spring of the year prior), successful completion of Green House Sciences. **Duration:** April Break. **Credit:** 0.5 Elective.

### **Laker Learning Lab (L3) (#177):**

The Laker Learning Lab (L3) is a student-driven, personalized learning experience in which students pursue individualized projects through a guided and supported partnership with an advisor. The L3 teacher will guide and support students throughout their L3 experiences, but ultimately this is a student-directed experience that requires students to be committed to the work and the learning. Students may enter the L3 experience at any point in the year. Students interested in pursuing an L3 project should contact their school counselor.

**Prerequisite:** Grades 10-12. **Duration:** Flexible. **Credit:** 0.5 Elective, graded Pass/Fail.

**TIPS (Training Internships Partnering for Success) (#582):**

This course engages students in essential pre-employment skills such as effective communication, resume writing, and interview practice, as well as career and education planning. Additionally, all students will be expected to apply these skills and understandings directly to a workplace experience during the internship & field study portion of the course. The expected outcome is increased skills and solid work-place experience, both of which enhance a student's potential for college admittance and/or paid employment. Students who elect to take this course must be highly self-motivated, be willing to critically evaluate themselves, and be willing to take calculated risks. Students will earn .5 elective credit upon successful completion of the course and internship/field study experience.

**Prerequisite: Grades 11-12. Duration: Semester. Credit: 0.5 Elective.**

## **Driver Education**

**Driver Education (#490):**

Driver Education is a basic course in the techniques and skills required for safe and proper motor vehicle operation. The course includes 30 hours of classroom instruction and 6 hours of "behind the wheel" road driving experience. Because enrollment in Driver Education is limited, students are selected according to their birth date, followed by their flexibility in scheduling the class. Students must be fifteen (15) years of age, possess a valid learner's permit, and participate in the enrollment process through the school counseling office.

**Prerequisite: Students must be 15 years of age and possess a valid learner's permit. Duration: Semester. Credit:0.5 Elective.**

VT State Driver Education Certificate of Completion will be issued according to the following schedule:

Fall semester: last week of the semester in January.

Spring semester: last week of the semester in June.

Summer session: late August.

**Please be aware that some students may finish the driving portion of this class prior to receiving their certificate of completion. In some cases this means that students will have to wait for a period of time (in some situations a few weeks) before they receive their certificate. Please see the above guidelines for when students will receive their certificate as these are the ONLY times that these certificates are issued.**

## **Driver Education FAQs:**

1. When is Driver Education offered at CHS?

- Fall—two daytime sections, one after school section
- Spring—two daytime sections, one after school section
- Summer—one section as numbers and instructor availability allow

2. How does enrollment in Driver Education work at CHS?

- Students must bring a copy of their learner's permit to the school counseling office in order to be placed on the Driver Education waiting list. The waiting list is organized by birth date.
- Each semester every effort is made to fill daytime sections prior to filling an after school section. Remember, a student may not be able to be placed in a daytime section due to their attendance at one of the area technical centers.

The number of students in each section of Driver Education is dependent on the number of behind-the-wheel instructors available.

3. When do students find out if they have received Driver Education on their schedule?

- Just prior to the start of each course students are informed from the CHS School Counseling Office if they have received Driver Education on their schedule for that semester. Again, we wait until just before the course begins to ensure that the oldest students will have the opportunity to enroll in Driver Education as soon as they obtain their permit.
- Fall Driver Education Notification: August
- Spring Driver Education Notification: January
- Summer Driver Education Notification: June
- Please be aware that each semester some students do decline Driver Education due to conflicts. For example: an after school job, a college course, a CHS course conflict, or athletics. If a student declines Driver Education they are placed back on the waiting list and the school will follow the process outlined in item number two above.

4. At CHS, typically when will a student obtain Driver Education?

**Due to the student population at CHS, most students will not obtain Driver Education until their junior year.** Please be aware that each year a number of seniors are in Driver Education each semester and we want to ensure that all students have the opportunity to enroll in Driver Education at CHS. Many CHS families, for financial or other reasons, choose not to have their child obtain their permit until their senior year. At CHS we believe strongly that those students should be at the top of the Driver Education waiting list, and they should have the opportunity to enroll in Driver Education before they graduate.

5. Is it possible for younger students to get enrolled in Driver Education before older students?  
YES. Examples:

- Students at the Center for Technology Essex can only take Driver Education during the after school or summer sessions due to their schedules at the tech center. They will remain on the waiting list until there is a space available in a class that meets their scheduling needs. No special consideration is given to these students.
- When building the semester two sections of Driver Education courses during the daytime, we do not MOVE yearlong courses so that students can enroll in Driver Education. Maintaining the integrity of the student's academic course schedule is much more important than Driver Education enrollment. Therefore, if there is not a Driver Education section for this student to enroll in, this student remains on the waiting list and the next available student, who may be younger, that can fit Driver Education in their schedule is enrolled.

6. Does CHS allow students who do not attend CHS to enroll in CHS Driver Education classes?

- Colchester residents who are homeschooled or attend private school have access to Driver Education at CHS under the same terms as CHS students.
- Students who attend another local high school are not allowed to enroll in CHS Driver Education.
- Non-Colchester residents, who do not attend CHS, are not allowed to enroll in CHS Driver Education



<https://btc.bsdvt.org/>

## Introduction

Burlington Technical Center (BTC) provides students with the opportunity to explore careers and acquire skills in comprehensive technical programs of study. All students are supported in working toward individual goals through immersive, hands-on learning with highly trained and industry certified professional instructors, experts in their career fields, in state-of-the-art labs and classrooms, and through experiential learning opportunities. Students will find themselves in a program with peers who are passionate about their learning and want to develop college career opportunities for themselves after high school.

Our half-day programs are a unique opportunity for students to develop academic and technical knowledge and skills in a morning (9:35-11:47 am) or afternoon (12:09-2:21 pm) session while attending classes at their sending high school. BTC offers a one-year exploratory program (Pre-Tech Design & Innovation) for students in grade 10, and 10 technical programs for students in grades 11 and 12. Most technical programs are two-year programs though there is a one-year program (Introduction to Healthcare) that can be attempted in either a student's junior or senior year. Two-year programs are best started in a student's junior year but students can begin a two-year program in their senior year and have the opportunity to complete programs as adults following high school graduation.

BTC programs support students' Personalized Learning Plan (PLP) goals, offering Flexible Pathways to graduation, careers, and postsecondary education through high school credits, dual enrollment/fast forward/college credits, internships and work-based learning opportunities, and industry-recognized credentials and/or licenses.

- Two-year technical programs are available to juniors and seniors in many fields of study. Each student who completes a two-year technical program will be awarded six high school credits. Students will also be awarded Vermont High School proficiencies to assist in making academic progress toward graduation. See individual program descriptions for specific academic and elective credits awarded. In addition, many BTC programs offer students dual enrollment credits through articulation agreements with local colleges/universities.
- BTC also offers a one-year technical program for juniors and seniors as an option for students interested in healthcare careers. Students completing this program will be awarded three high school credits and Vermont High School proficiencies to assist in making academic progress towards graduation. This program also offers students dual enrollment college credits and the ability to earn an industry-recognized credential (Licensed Nursing Assistant).
- The one-year pre-tech exploratory program is available to sophomore students only. Each student who completes a pre-tech exploratory program will be awarded three high school credits. Participation in a pre-tech exploratory program as a sophomore is beneficial to those who choose to enroll in technical programs as juniors or seniors but is not a requirement for application consideration.

## **High School Credits/Proficiency**

Students will be awarded three high school credits for each successful year in a technical or pre-tech program. BTC students can earn core academic credits which are approved by the Vermont State Board of Education. See individual program descriptions below for specific academic and elective credits awarded. BTC also provides a listing of Vermont High School proficiencies that are aligned to each program on the [BTC website](#). Students successfully completing programs can use the aligned proficiencies to demonstrate academic progress and readiness for graduation.

## **Dual Enrollment/Fast Forward College Credits**

Many BTC programs offer students Dual Enrollment/Fast Forward college credits (up to 17 credits) for free or at a significantly reduced rate within the program's integrated curriculum. The opportunity to build a college transcript with transferable credits is valuable for students pursuing postsecondary education goals. In addition to the two Dual Enrollment course vouchers (for up to 8 credits) that students receive from their sending high school, students may use two additional Fast Forward Dual Enrollment course vouchers every semester that they are enrolled as a BTC student. Fast Forward vouchers are only offered through technical centers.

## **Professional Certifications**

All BTC technical (non-pre-tech) programs offer pathways to earn professional certifications, industry-recognized credentials (IRCs), and/or licenses related to their technical fields as students build specialized and transferable skills. IRCs are one way students can distinguish themselves from their peers in identifying a career pathway and potentially earning a higher wage.

## **Work-Based Learning and Cooperative Work Experience (Co-op)**

Work-based learning is an educational strategy that provides students with real-life work experiences that enhance and complement their academic instruction. The intent of work-based learning is to have students apply the skills and content knowledge they have learned in their technical programs to real-life employment settings, while simultaneously helping them to develop new skills while working hands-on with professionals and employers in their technical field. The primary goals of work-based learning experiences (WBLE) are to create career awareness and provide real-world work experience. One important goal of WBLE is to offer invaluable career and work experiences that can help students better decide if the career path they are on is the right one, by exposing the students to a wide variety of occupational opportunities within their chosen program. WBLE puts students into placements where employers are able to observe and provide feedback on a student's skills and work habits.

There are three types of career and work experience opportunities that BTC focuses on:

- Job Shadowing - A student will spend time observing what a typical day is like for someone employed in their field of interest. It is a chance to see what it is actually like to work in a specific job as well as to have the opportunity to ask questions about the job or profession. Job shadowing is an excellent opportunity to determine if the perception which a student has about a career field is the same as the reality of that job.
- Internship (short-term unpaid career work experience [CWE])—This is an opportunity for a student to spend a period of time with an employer who is willing to give the student more specific training in their career field. It is a good opportunity for a student to develop more skills and determine if it is the right job for them.
- Co-Op (long-term paid career technical experience [CTE]) – Students with the appropriate skills are paid while working in an actual job, typically during the program's regularly scheduled class time. An excellent opportunity to make money, enhance skills, and build a resume.

In addition to working with employers, students work with BTC's work-based learning coordinator (WBLC) to create industry-standard resumes and cover letters, develop response techniques for being interviewed, learn time-tested methods for making the best first impression, and other skills that will help them secure a job in their field. Educators work with the WBLC to bring in professionals from the community into the classroom to work with students in a variety of ways. WBLE in the classroom can include informational interviews, mentorships, and specialized training from the program's content area.

## **Career and Technical Student Organizations (CTSOs)**

CTSOs are extracurricular groups that enable students in career and technical pathways to further their knowledge and skills by participating in activities, events, and competitions at the regional or national level. CTSOs are designed to offer students experience in leadership, citizenship, and occupational skills. Students in BTC programs opt to participate in the National Technical Honor Society, HOSA-Future Health Professionals, SkillsUSA and/or Educators Rising activities and competitions as they prepare for the workforce, higher education, and continued community involvement.

- HOSA - Future Health Professionals: Provides a unique program of leadership development, motivation, and recognition exclusively for secondary students enrolled in health science education and biomedical science programs or have interests in pursuing careers in health professions. HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the healthcare industry and to enhance the delivery of quality healthcare to all people. Through the BTC Health Sciences Academy, students have the opportunity to participate in HOSA state and national level competitions.

- SkillsUSA: A national CTSO for any student in technical programs. A vital solution to the growing skills gap, SkillsUSA improves the quality of America's skilled workforce through a framework of personal, workplace and technical skills grounded in academics. SkillsUSA enhances the lives and careers of students, instructors and industry representatives as they strive to prepare students for the workforce, higher education and continued community involvement. Students may have the option to participate in State SkillsUSA competitions in BTC programs. State winners move on to the National Competition.
- Educators Rising: Guides young people on a path from high school through college into teaching careers. By working with aspiring educators who reflect the demographics of their communities and who are passionate about serving those communities through public education, Educators Rising is changing the face of teaching. It provides structured curriculum, competitions for demonstrating skill proficiency, conferences for networking and enhanced learning opportunities, and connection with others who are passionate about the teaching profession.
- National Technical Honor Society (NTHS): The National Technical Honor Society currently serves approximately 100,000 active members and nearly a million members since its inception in 1984. Awarding over \$1.7 million in scholarships to date, NTHS honors the achievements of top Technical Education students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce. BTC students have the opportunity to be inducted into the NTHS to honor student achievement and leadership in career technical education.

## **Support Services**

**School Counseling Support Services:** The BTC school counseling coordinator supports a variety of learning needs including, but not limited to academic counseling, college and career planning, PLP and Flexible Pathways integration, and social-emotional wellbeing. The BTC school counseling coordinator collaborates with sending school counselors and other support personnel to assure student needs are addressed.

**EL (English Language) Support Services:** BTC offers EL students in and out-of-class support, guided study labs, differentiated curriculum, and individualized learning strategies to support academic achievement and help students work toward their personal, academic, and career goals.

**Student Support Coordinator:** BTC has a Special Educator on staff who supports students on plans by communicating with sending schools, teachers, students, and families. The Student Support Coordinator attends IEP/504/EST and student planning meetings as a liaison between the home school and BTC. The Student Support Coordinator supports students directly with class support, observation, and classroom recommendations, as well as social/emotional check-ins and direct support with skill development.

**Academic Interventionist:** BTC recently added a position for an academic interventionist who pushes into class in order to support students with direct classroom skills including reteach, scaffolding and extension in order to support all students within the program.

**Paraeducator:** BTC has one paraprofessional who also pushes into classrooms as needed in order to provide students with direct hands-on support of classroom material, social/emotional check-ins and implementation of accommodations as necessary.

## How to Apply / Admission Requirements

All interested students should complete the following items:

1. Visit BTC in person to learn more about a program of interest. Students can visit either during a designated in-school visit day or at an evening information event. Speak to your school counselor about the in-school visit opportunity, check the BTC website ([btc.bsdvt.org](http://btc.bsdvt.org)), or call 802-864-8426 for evening visit dates/times.
2. Meet with your School Counselor to discuss your interest in a BTC program. Your counselor will help you consider how this opportunity aligns with your Personalized Learning Plan. They will also discuss scheduling considerations and how to ensure you stay on track for BHS graduation.
3. Complete an application by the specified deadline which is noted on the BTC website ([btc.bsdvt.org](http://btc.bsdvt.org)). When you submit your application, your school counseling team will be prompted to review it and upload relevant information that is required for you to be considered for admission.\* Students are required to be in good academic standing and on track to graduate with their 9th-grade cohort.\*
4. Complete an interview with the BTC program instructor. The instructor will contact all qualified applicants and set up an interview, either in person, via phone, or via video call.
5. BTC will notify school counselors of admissions decisions.

Questions? Please contact James Yepez, School Counseling Coordinator [jyepez@bsdvt.org](mailto:jyepez@bsdvt.org)

*\*Attendance & Discipline may be considered as a factor in acceptance. Applicants who are not currently on track for graduation with their class group may be reviewed on a case-by-case basis.*

### Course Listings for Twelfth-grade students

*Automotive Science and Technology II (Grade 12)  
Aviation and Aerospace Technology II (Grade 12)  
Design and Illustration II (Grade 12)  
Design, Engineering & Fabrication II (Grade 12)  
Digital Media Lab II (Grade 12)  
Education Training & Leadership II (Grade 12)  
Health Sciences Academy II (Grade 12)  
Homeland Security & Criminal Justice II (Grade 12)*

### Course Listings for Eleventh and Twelfth-grade Students

*Introduction to Health Care I (Grade 11 or 12)  
Automotive Science and Technology I (Grade 11 or 12)  
Aviation and Aerospace Technology I (Grade 11 or 12)  
Design and Illustration I (Grade 11 or 12)  
Design, Engineering & Fabrication I (Grade 11 or 12)  
Digital Media Lab I (Grade 11 or 12)  
Education Training & Leadership I (Grade 11 or 12)  
Health Sciences Academy I (Grade 11 or 12)  
Homeland Security & Criminal Justice I (Grade 11 or 12)*

### Course Listings for Tenth-grade Students

*Pre-tech Innovation, Technology & Design (Grade 10)*



## **Mission Statement**

The Center for Technology, Essex (CTE) is a diverse community of learners who believe that the dynamic integration of rigorous academic and technical instruction will prepare students for success in a wide array of careers and postsecondary endeavors. In addition, we actively and purposefully strive to provide an equitable and safe learning environment that ensures the personal, academic and technical growth of all our students. CTE is a pathway for students who are college-bound or headed directly into industry. At CTE, students will gain skills, technical knowledge, and real world experience they need to prepare for high skill, high demand, and high wage careers.

## **Learning Beliefs**

- All students have the potential to achieve at different paces.
- Students learn best when instruction is relevant to their career and post-secondary interests and requires critical thinking and authentic problem-solving.
- Creating a sense of belonging is essential to ensuring a safe and equitable learning environment.
- Collaborative learning is foundational to career education and having the opportunity to work alone and in groups prepares students for post-secondary learning.

## **Learning Expectations**

### *Academic and Career*

Students will:

- Apply appropriate academic and technical skills: demonstrate the acquisition of core knowledge in defined subject areas.
- Communicate clearly and effectively and with reason through oral, written, and technical modes of expression
- Demonstrate creativity and innovation
- Employ valid and reliable research strategies
- Utilize critical thinking to make sense of problems and persevere in solving them
- Use technology to enhance productivity
- Plan education and career paths aligned to personal goals
- Model integrity, ethical leadership, and effective management

### *Social*

Students will:

- Demonstrate professionally effective personal and interpersonal communication and behavioral skills.
- Work productively in teams while using cultural global competence

### *Civic*

Students will:

- Consider the environmental, social, and economic impacts of decisions

The Center for Technology, Essex (CTE) operates a full-day, flexible block schedule. This schedule allows juniors and seniors to complete a technical program in one year. Students attend CTE daily, from 9:40 a.m. to 2:05 p.m. Every program offers two to three academic content proficiency areas (math, science, English, social studies, etc.) as well as a range of VT Agency of Education Transferable Skills toward high school graduation. In addition, many students take separate academic courses (e.g., algebra, chemistry) at CTE, Essex High School, or a local college to meet graduation or college entry requirements. Our schedule allows flexibility for students.

The primary objective of our CTE programming is to provide each student with specific knowledge, skills, and theory to enable them to either obtain employment upon completion of the program and/or to pursue post-secondary education. All eligible students participate in a “Career Work Experience” (internship) related to their technical field during their program at CTE. For successful students, this may evolve into a paid work (Co-op) position. Industry credentials and/or licenses are affiliated with all programs.

**College Connection:** Many CTE programs qualify for dual enrollment credits that award eligible students college credit for their CTE program. These agreements include college transcripts and transferable credit. CTE students in all programs are also offered the opportunity to take college courses for free or at a reduced rate at area colleges.

### **Admission Requirements:**

1. Participate in an in-person visit
2. Submit a complete application with transcript, attendance and discipline records attached by March deadline
3. Attend Step-Up Day (by invitation only)
4. Students must be determined as on track for graduation as indicated in their sending school's proficiency progression. *This is determined by a review of the academic transcript.*
5. Good attendance (no more than 15 absences, unless there are extenuating circumstances)
6. Ability to work both independently and in group situations
7. Ability and willingness to follow safety instructions with independence
8. Respect for self, others, the environment, the learning process, and the CTE employability skills
9. *For returning students only:* CTE Teacher Recommendation

## **CENTER for TECHNOLOGY, Essex: PROGRAMS OFFERED**

### **Full Day Program Offerings**

**For Juniors, Seniors & Adults**

Automotive Technology I & II

Building Technology: Residential I & II

Building Technology: Mechanical Systems,  
HVAC I & II

Childhood Education/Human Services I & II

Computer Systems Technology I & II

Cosmetology Arts and Sciences I & II

Dental Assisting I & I

Design & Creative Media I & II

Emergency Services

Engineering/Architectural Design I & II

Game Animation & Web Development I & II

Health Professions

Natural Resources Mechanical and Small Engines

Natural Resources Forestry

Professional Food Services I & II

### **For Sophomores**

Pre-Tech Explorations 1: BASES - Building Arts and Small Engine Systems

Pre-Tech Explorations 2: IDEA – Information Technology, Design, Engineering, and Arts

Pre-Tech Explorations 3: Foods, Health, and Human Development

Pre-Tech Explorations 4: Natural Resources

*The Center for Technology, Essex is an equal opportunity agency that offers all persons the benefits of participating in each of its programs and competing in all areas of employment. This agency does not discriminate because of race, religion, color, ancestry, national origin, gender, gender identity, sexual orientation, place of birth, age, or against a qualified individual with a disability.*

### **Helpful Terms:**

- **Embedded proficiencies:** Academic proficiencies in Math, Science, Social Studies, or English that are approved by the Vermont State Board of Education and meet state-required high school graduation requirements. These proficiencies are awarded based on the rigor and connection of content in the program area to the core academic discipline.
- **Integrated proficiencies:** Academic proficiencies in Math, Science, Social Studies, or English that are taught by licensed academic instructors who teach directly in the CTE program.
- **Recommended Reading Level:** This measure is provided as a guideline to indicate the demands of the text used in our CTE programs. Many of our programs have highly technical text demands. This measure is **not** an entrance requirement. This information is included in the Program of Studies to inform students, families, and sending schools about the difficulty of typical text in our programs and to maximize the likelihood for student success. Support services are offered to all CTE students.