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Criminal Justice is a program designed to prepare students in further study and careers within the protective services and criminal justice system.

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Intro courses are offered through the River Valley Technical Center. These six week courses are offered by the term. These courses are Intro. to Culinary, Intro to Baking & Pastry, Intro to Travel & Tourism, Intro to School Store Operations, Intro Industrial Trades, Intro to Carpentry, Intro. to Human Services, Intro to Engineering, Digital Electronics, Intro to Precision Metal Working, Intro to Design Visual Communication, Computer Applications to Graphic Design, Intro to Public Safety, Intro to PC Maintenance & Support/Newtorking, Intro to Website Design, Intro to Computer Programming and Intro to Horticulture.

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Technical Center courses provide students the opportunity to explore a career area in depth, to learn entry level skills for employment and to prepare for further training and education beyond high school.

STUDENTS' COLLEGE ACCEPTANCES FOR THE CLASS OF 2005

Art Institute of Philadelphia PA
Castleton State College VT
Champlain College VT
Colby College ME
Community College of Vermont VT
Fairfield University CT
Fayetteville State University NC
Finger Lakes Community College NY
Franklin & Marshall College PA
Full Sail Real World Education FL

Green Mountain College VT
Harding University AR
Hillsborough Community College FL
James Madison University VA
Johnson State College VT
Johnson & Wales University RI
Keene St.College NH

La Salle University PA
Maine College of Art ME
McIntosh College NH
Mount Ida College MA
New England Culinary Institute VT
New Hampshire Institute of Art NH
NH Community Tech College NH
Northeastern University MA
Norwich University VT

Oberlin College OH
Olin College of Engineering MA
Paul Smith College NY
Plymouth State College NH
Quinnipiac College CT

Roger Williams University RI
Sacred Heart University CT
Saint Michaels College VT
Smith College MA
Southern Vermont College VT

University of Maine-Framington ME
University of Maine-Orono ME
University New Haven CT
University of Southern Maine ME
University of Vermont VT
Vermont Tech College VT
Wells College NY
Western New England MA
Wheaton College MA
Wyoming Technical Institute WY
Wyotech PA

mission statement springfield schools, springfield, vt.

The Springfield Schools will empower individuals to think, learn and act intelligently; to develop self-worth; and to conduct themselves with integrity and concern for others.

expectations for student learning

- Students will participate in and become aesthetically aware of a variety of art forms.
- Students will demonstrate the ability to read, comprehend, interpret and respond to various types of literature and other forms of written materials.
- Students will communicate effectively.
- Students will use reasoning strategies to solve a variety of problems.
- Students will be academically prepared for the future.
- Students will exhibit an appreciation for cultural differences and will understand the interrelationship between humankind and the environment.
- Students will learn to live and think independently.
- Students will understand and demonstrate healthy choices.

State required testing

The New Standards Reference Exam in Math and English Language Arts is administered to each sophomore. The P.A.S.S., the state required Science exam is administered to juniors. The results of these tests allow families and the school to understand the level of academic preparation that has been achieved. This battery of tests is tied directly to the Vermont State Standards.

equal rights and opportunities

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

In compliance with section 504 of the Rehabilitation Act of 1973, the school does not discriminate on the basis of

handicap in admission or access to its program and activities. Inquiries concerning the school nondiscrimination policies may be referred to the Principal.

empowering individuals to think, learn and act intelligently;

Springfield High School is a coeducational, public school, approved by the State of Vermont and accredited by the New England Association of Schools and Colleges, which provides programs to meet the needs of all its students. Five hundred and twenty students are enrolled in grades 9-12. Recognition of student achievement is noted in the publication of the High Honor Roll, the Honor Roll, and in the National Honor Society.

to develop self-worth;

There has been a shift toward heterogeneous grouping practices, opening courses up to all students. However, accelerated courses are available in Art, Computer, English, Social Studies, Mathematics, World Languages and Science. Students with learning difficulties may access individualized classes which stress basic skills. Additionally, the Occupational Development Program provides courses which enable students to lead as independent a life as possible through the development of survival skills in math, reading, and communication. There are also accommodations for students with multi-handicapping conditions. Safety, respect and comfort are cornerstones of our learning environment, providing all students the opportunity to be successful. A further advantage to SHS students is the easy access to exemplary programs in the Technical Center which are geared toward career exploration, entry-level employment skills, or preparation for further education and training. All students should carefully review the Technical Center programs described in the booklet with a view to complementing their high school education with either full programs or individual courses.

and to conduct themselves with integrity and concern for others

springfield high school library

“Literacy—the ability to find and use information—is the keystone of lifelong learning.” It is the purpose of the Springfield High School Library to ensure that students and staff are effective users of ideas and information. To achieve this goal the Library is an information and research facility that includes traditional print materials, as well as non-print material such as on-line database services, CD-ROM, and an automated circulation system. In addition to a rich collection of both classic and popular literature, the Mission of the Library program encompasses a number of specific objectives:

1. To provide intellectual access to information.
2. To provide physical access to information.
3. To provide learning experience that encourage users to become discriminating consumers and skilled creators of information.
4. To provide instruction and support in the use of materials and technology.
5. To provide resources to contribute to lifelong learning.
6. To provide a facility that functions as the information center of the school.
7. To provide resources and learning activities that represent a diversity of experiences, opinions, and social cultural perspectives.

ACADEMIC PLANNING

Students entering Grade 9 should make out a plan for all four years. Students in Grades 10-12 should fill in the credits that they have already earned and then plan for the remaining years.

Graduation requirements

Springfield High School may grant a diploma when:

The student earned a minimum of Twenty-five (25) credits in required and elective courses in the follows

<i>areas:english</i>	<i>4</i>
<i>mathematics</i>	<i>3</i>
<i>social st.</i>	<i>4</i>
<i>science</i>	<i>3</i>
<i>physical ed</i>	<i>1 1/2</i>
<i>art or music</i>	<i>1</i>
<i>health</i>	<i>1/2</i>
<i>electives</i>	<i>8.0</i>

minimum course load

Although the minimum requirement for graduation is twenty-five (25), students are expected to carry 5 classes each trimester. Students must arrange their schedule so that they do not have more than one study period in a day.

grade 9	
freshman english	1.0
civics and world geography	1.0
Math: _____	_____
Science: _____	_____
physical education	_____
Art or Music: _____	_____
Electives: _____	_____
Electives: _____	_____
Electives: _____	_____
grade 10	
sophomore english	1.0
western civilization	1.0
Math: _____	_____
Science : _____	_____
Physical Education:	_____
Drivers Ed.:	.25
health:	.50

grade 10 Con't	
Electives: _____	_____
Electives: _____	_____
grade 11	
English American Literature	1.0
U.S. History or American st.	_____
Math: _____	_____
Science: _____	_____
Electives: _____	_____
Electives: _____	_____
Electives: _____	_____
grade 12	
English: _____	_____
Social Studies: _____	_____
Math: _____	_____
Science: _____	_____
Electives: _____	_____
Electives: _____	_____
Electives: _____	_____

guidance

The Guidance and Counseling program, available to all students, provides encouragement and support to students by helping them to understand themselves, to set personal, educational, and career goals and to make informed, thoughtful decisions. Within this framework, students also learn how to deal with problems involving school issues, and getting along with others. Counselors work with students individually, in small and large groups.

Life skills Program in grade 9

Each year the guidance counselors introduce themselves to freshman by working on life skills in a classroom based program. Each student is challenged to think about several important life questions: Who am I? What are my strengths? How am I the same or different from others? How do I get along with others? How am I influenced by them? How can I get others to listen to me and understand me? What do I want and how can I get it in a way that respects the rights of others? Special focus is given to creating a portfolio that includes four year plan of study. The counselors help students choose their courses and they also show students how to find information about careers. Using the interest inventories and the job information, students make a plan for the future. The program has serious focus on career awareness and future planning.

career planning

Selecting a career is a process that happens over time. Counselors meet with Sophomores in their English classes to help them develop a thoughtful process for making a career decision. Students examine themselves: their interests, their personality type, and their values. They also think about what they want in a career. The final step is learning to use the Choices program to explore career possibilities and the education necessary for those careers.

testing

Testing in the counseling program is done on a voluntary basis. Counselors meet with students to explain the reason for the test and to describe how students should prepare. Interpretation sessions are held with students and parents after the results are back.

grade 10: plan

PLAN is a tool to help students think about what they want their future to be like. To set goals, students need good information about themselves, about how their interests and abilities will fit into the world of work, and about how they can best prepare themselves to do the kind of work they want to do. Some students use PLAN to think about job possibilities for the future while others use it as a way to prepare for college. The test is a practice version of to ACT Assessment, a college entrance exam.

PLAN includes:

1. Tests in English, math, reading, and science reasoning that measure the academic skills and abilities students have developed to this point in their education.
2. An interest inventory—student's preferences for a variety of work activities that will give them some clues to the kinds of occupations or jobs they might like.
3. Questions about themselves, their plans, their needs, and their goals.

grade 11: psat

The Preliminary Scholastic Assessment Test (PSAT) is a test that lets students compare their ability to do college work with the ability of other college-bound juniors. The test is good practice for the SAT Reasoning Test, which is an exam used by colleges, for admission. Taking the PSAT helps students plan for college. They can get an idea of how they will do on a college admissions test and can find colleges that seek students like them.

grade 11 & 12: Asvab career exploration program

The Armed Services Vocational Aptitude Battery (ASVAB) is a multi-aptitude test battery that is designed to measure your aptitudes at this time in your life. It consists of eight short individual tests covering verbal and math skills, mechanical knowledge, electronics, and several other areas. If it is offered at no cost and no obligation to high school students. You can use your ASVAB results with [Exploring Careers: The ASVAB Career Exploration Guide](#). Every student who takes the ASVAB receives a copy of the Exploration Guide. It has a series of activities that will enable you to match your interests, abilities and personal preference to over 400 civilian and military occupations.

If you are a junior or a senior, you can use scores from your ASVAB to enlist in the military after graduation. However, you are under no obligation to join the military as a result of taking the ASVAB. Many students take the ASVAB for career exploration and have no interest in the Armed Services. Others wish to explore military career possibilities. Recruiters may contact you to discuss your opportunities. If you are interested, you may talk with them. If not, just say "sorry not interested". Furthermore, there is no relationship between the ASVAB and Selective Service Registration.

individual counseling

The counselors meet individually with all of the students assigned to them for academic planning and personal counseling.

academic planning:

Counselors help students examine what they have accomplished so far, to be aware of graduation requirements, and to think about what they want to be prepared to do

Personal counseling Counselors can help students become better problem-solvers. If they are having difficulty with a class or having a misunderstanding with a friend or they just want someone to talk to, students should see their counselor. To be sure your counselor is available, come to the office and make an appointment.

Crisis Counselors can also help in a crisis. Sometimes students are abused or they threaten to hurt themselves. Friends can help friends by bringing them to their counselor. Don't try to solve the problem yourself. When in doubt, talk it out. See your counselor.

Working with other professionals

The counselors cooperate with other agencies to give students the best possible choice of counseling services right here in the school. A counselor from Mental Health Services is available in the office five days a week. The Upward Bound counselor is here one day a week. The Student Assistance Program counselor meets with students about drug and alcohol issues. An Outreach counselor from Vermont Student Assistance Corp. meets with students once a month. Students should see their counselor to be referred to one of these people.

resources in the office

We maintain up-to-date information on a variety of topics of concern to students:

personal decision making

health/drug issues

Do you have questions about drugs/alcohol, AIDS or other social questions? We have information in the office that may help you to deal with some of these personal questions.

college information

college planning booklets

We publish a booklet for juniors that includes the following topics: narrowing the field of colleges, collecting information, paying attention to due dates, taking entrance exams, visiting colleges, and using reference materials in the office. A companion booklet for seniors includes applying to college, writing an application essay, evaluating yourself, and paying for college.

catalogs and videos

We maintain a wide variety of college catalogs and videos that you may sign out and bring home to use.

college guides

We keep an up to date collection of guides to help you find the latest information about colleges.

career and college quest

www.vtguidancecentral.com

To find career, college and scholarship information, Springfield students and their parents can use the vtguidancecentral website. Click on the "sign-up" button and use our site ID number, 0054953 and our password "spring," to create a free account.

college file

You may use the file containing the latest updates from colleges.

career information

choices software

Choices is an extensive computer database that contains information on hundreds of occupations, all 2 and 4 year colleges in the U.S. and scholarship/financial aid information.

chronicle career file

We subscribe to career briefs to keep our career file as up-to-date as possible. Feel free to use the file whenever you want.

occupational outlook handbook

Check out this book for complete information about jobs from the Department of Labor.

financial aid and scholarships

vsac information

We cooperate with the Vermont Student Assistance Corporation to get information about financial aid programs to you. In addition to printed information, we also host financial aid nights for parents and assemblies for seniors.

scholarship file

Check our file for private scholarships that can help you pay for college. Internet addresses are also available.

Website

The counselors maintain their own website with information about the program, a calendar of events, and links to other useful sites. Go to: <http://www.springfield.k12.vt.us/schools/shs/guidance/>

college planning

Planning for college begins with choosing courses that will meet college entrance requirements and then making a serious effort to achieve at the highest possible level. Students meet with their counselor each year to review plans and select appropriate courses. Students who are serious about further education should take the PLAN test in grade 10 and the PSAT in grade 11. Interpretative sessions are held with both students and parents after each test. Counselors recommend that students take the SAT I at the end of junior year. For students who need additional exams, the ACT Assessment and the SAT II Subject Tests are also given at Springfield High. To help students make good decisions, the counselors urge them to use the college planning guides for grades 11 and 12. To help students collect information, counselors also bring interested juniors to a college fair. In individual sessions, the counselors help students and their families generate lists of colleges to research. The computer software available in the office has made this process much more thorough and easier than in past years. We also have a library of college catalogs, information on CD-ROM, and college videos in the office.

road map to college freshman year:

Good News There are no standardized tests for colleges which you will need to take this year.

Sophomore year:

Start warming up your pencils! This is the year to begin your venture into the testing arena.

plan test

Take the PLAN sophomore year to see how you compare to other sophomores nation wide. The test also includes an interest inventory and study skills assessment.

junior year:

This is the big year for testing!

psat

National merit scholarships are linked to this exam, but the true intent of the PSAT is still to provide you with some SAT practice in October of your junior year.

national merit scholars

A student with strong verbal and mathematical reasoning abilities who achieve a high score on the College Board's PSAT exam in their junior year may become a commended student, a semifinalist or even a finalist in this national competition. Students who read constantly, who write well, and who love to do math problems are the mostly likely candidates for this honor.

junior or senior year:

Act assessment or sat reasoning test:

Take one of these tests in the spring.

sat i: reasoning test

The exam is offered in March, April, June, and at Springfield High School in May. You should ask your counselor which test date you should prepare for. It is important to remember that you will most likely need to prepare and take 2 or 3 SAT Subject Tests exams. Also, if you are currently taking an Advanced Placement course, you will need to take the A.P. exam in May.

act

The ACT is given in April at Springfield High School. Take the practice tests for both ACT and SAT I. Register for the test in which you had the highest score.

SAT subject tests

Most likely you should take these in June if they are required by colleges in which you are interested. (Not all colleges require SAT Subject Tests) are generally required. SAT Subject Tests are given in a variety of subjects. Many of the competitive colleges require the SAT Subject Tests in addition to the SAT Reasoning Test.

You should take SAT II subject tests that correspond with the classes you are taking. For example, many juniors take chemistry and US History. What better time to take an SAT II exam in these subjects than in June when you're just completed the material? For the math tests take Math Level I if you have had Algebra I, Geometry and Algebra II. Take Math Level II if you have taken Pre-Calculus or Calculus.

ASVAB

The Armed Services Vocational Aptitude Battery is a multi-aptitude test battery. It consists of 8 short individual tests covering Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, Mathematics Knowledge, General Science, Auto and Shop Information, Mechanical Comprehension and Electronics Information. Not only do you receive scores on each of these individual tests, you also receive composite scores. Composite scores are the results of several individual tests combined to yield three academic scores: Verbal, Math, and academic Ability.

advanced placement tests:

Advance Placement tests are given in mid-May. These are tough, subject-oriented exams that you have been preparing for throughout the entire school year if you are taking an AP course.

Senior Year

You can take the SAT I or SAT II again in November if you need to or take the ACT in October.

choosing courses academic planning

Before choosing courses, students need to answer the question, "What do I want to be prepared to do when I graduate from high school?" Students are urged to make the best possible use of their high school years by taking courses that meet their needs, goals, and aspirations. The courses available at Springfield High and at the Technical Center allow students a wide variety of options. Ideally, students should plan a schedule that will give them the greatest flexibility when they graduate—options to continue their education, or to go directly into the work force or the military. Meet with your counselor to develop a strategy that will work for you. Using the form on the "Academic Planning" page in this booklet, students entering grade 9 should make out a plan for all four years. Students in grade 10, 11, and 12 should fill in the credits that they have already earned and then plan for the remaining years.

academic requirements and regulations

graduation requirements

In order to develop a good plan, students must pay attention to the core courses required for graduation. Springfield High School may grant a diploma when the student has earned a minimum of twenty-five (25) credits in required and elective courses in the following areas:

<i>course</i>	<i>credits</i>
<i>english*</i>	<i>4.0</i>
<i>social studies*</i>	<i>4.0</i>
<i>physical education</i>	<i>1.5</i>
<i>mathematics</i>	<i>3.0</i>
<i>science**</i>	<i>3.0</i>
<i>fine arts (art or music)</i>	<i>1.0</i>
<i>health</i>	<i>0.5</i>
<i>required course total:</i>	<i>17.0</i>
<i>electives</i>	<i>8.0</i>
<i>minimum total credits: 25.0</i>	

**Must include Civics/World Geography, Western Civilization, and U.S. History English 9, 10 & American Literature*
***Physical and Biological Science*

minimum course load

Although twenty-five credits is the minimum requirement for graduation, students are expected to carry five classes each year. All students should graduate with more than the minimum twenty-five credits. The academic schedule at the high school consists of six one hour periods in a trimester format. Most high school courses are a single period long, but may be one, two or three terms in length. The Technical Center programs are two periods long for the entire year. Students must arrange their schedule so that they do not have more than one study period in a day.

level of challenge

When thinking about taking a course, students should pay attention to their eligibility for the class, the prerequisites, the course description, credit information, schedule information, time and course title. Students are urged to take courses at the highest level of challenge of which they are capable. The letters after the title are interpreted as follows:

AP Advanced Placement (Weighted)

AC Accelerated Course (Weighted)

CP In-Depth Study

Indicates a sequence of a particular type of course. Pay close attention to the prerequisites for these courses.

credit for courses

Credit is calculated at the rate of 1/2 credit per period per term. For example, a one term course worth 1/2 credit, while a full year (3 term) course is 1 1/2 credits. The exceptions to this practice include Freshman and Sophomore English, American Literature, Integrated Math I & II & III, Integrated Science I & II, Algebra I, Geometry and Civics and World Geography. These foundation courses are three trimesters in length and are calculated at 1 credit for the course. A double period class for the year is worth 3 credits. Students will not be given partial credit for any course not completed unless approved by principal. This specifically refers to students who drop a year long course after the first term. In that case, no credit will be granted for grades received to the date of withdrawal.

successful course scheduling

Students and their parents should:

1. Plan a four-year program (grades 9-12) that is flexible.
2. Work together in the scheduling process.
3. Select courses carefully.
4. Know graduation requirements.
5. Be aware of course content and degree of difficulty.

parental and student rights regarding education records

As an eligible student, or parent of a student, enrolled in the Springfield School District, you have certain rights concerning the educational records which the school district maintains. These rights are afforded by the Family Education Rights and Privacy ACT (FERPA), the Education of the Handicapped Act (P.L. 94-142) and

the policy and procedures of the Springfield High School District.

Students and their parents have the right to inspect and review all records compiled by the school. There are certain restrictions: You must make your request at least 24 hours in advance and you must review these records in the presence of a school official. If you desire a copy of the records you may pay a fee for photocopying depending on the numbers of copies. School records may not be shared with any person outside of the High School without the written consent of the parent or of a student who has reached the age of 18.

If you have any questions or complaints regarding the Springfield School District's failure to grant these rights, direct them to the Family Policy Compliance Office, U. S. Department of Education, Washington D.C. 20202-4665. Website: <http://www.ed.gov/offices/OM/fpc>

progress reports

In addition to trimester report cards, progress reports are mailed to parents. These reports are sent out at approximately the fourth and eighth week of the term to every student and may indicate a possible failure or a commendation of student progress. A student may not receive a failing grade in a course for the term, unless a progress report stating the student is in danger of failing is sent to the parents, or if a student is 18 to the student.

trimester examinations

Written examinations or an appropriate alternative trimester assessment may be given to students at the end of each marking period in all courses except Chorus, Physical Education, and Resource Room Support Services.

transfer credits

A student transferring to Springfield High School will, upon receipt of duly authorized transcript, be given appropriate credit for all courses completed. Such credit and remaining graduation requirements must be determined by the guidance counselor and principal.

All other courses taken to meet Springfield High School graduation requirements must be approved in advance by the principal. This option is available on a very limited basis.

previous courses

The High School transcript will note the completion of French, Spanish and/or Algebra I at the middle school.

previous credits

The High School transcript will note the grade and credit earned for Middle School students who completed courses in the Technical Center.

class attendance

All students are expected to attend all classes and study halls unless excused by the office or by a teacher with the approval of the office. Regular class attendance is vital to successful performance in the classroom, and to promoting a positive learning environment in the school. Please consult the **Student Handbook** for exact consequences for truancy from classes or school.

withdrawal from courses

Students should select courses with extreme care to avoid unnecessary changes. To achieve successful course scheduling, students and their parents should:

1. Plan a four-year program (grades 9-12) that is flexible.
2. Work together in the scheduling process.
3. Select courses carefully.
4. Know graduation requirements.
5. Be aware of course content and degree of difficulty.

Parental permission must accompany all student withdrawals.

The last day for changing schedules will be fifth day after the course starts.

The last day for dropping classes with NO academic record will be the fifteen day after the course begins. Any student who

wishes to drop a class after that will need the approval of the principal. A “WDP” or “WDF” will permanently be recorded after that day. A “WDF” will be averaged in with your GPA.

The Principal, Assistant Principal, or Technical Director may remove a student from a course permanently if the student does not comply with classroom procedures.

Students will not be given partial credit for any course not completed. There may be special circumstances where a student may appeal to the high school administration.

Sending Student Information to the Military. The No Child Left Behind law requires schools to give military recruiters the names, addresses, and phone numbers of our students. However, the law also allows students and parents to take their names off the list before we give it to the recruiters. A Directory Information Release Form is sent home with students on the first day of school. If you want your name off the list, please be sure to return the form to the office.

repeating classes

If a student fails a class and retakes the class during summer school or a subsequent term, the following will happen with respect to the grade:

1. The new class is recorded on the transcript along with the grade and credit earned.
2. The previous class is left as is on the transcript. The grade is used in the calculation of GPA. In this situation, credit has only been granted once since the first failure would not have accrued any credit.

If a student wishes to retake a class that has been passed in order to improve the grade, the following should happen:

1. The new class is recorded on the transcript along with the grade and credit earned.
2. The previous class remains on the transcript. The previous grade is used in the calculation of GPA and the credit that has been awarded can then be used as elective

credit. In no situation will the previous credit be used in combination with the new credit to allow a student to meet graduation requirements through the use of the same class twice.

In this situation, credit has been granted twice for the same subject but may not be used to meet graduation requirements.

retention Policy

You need the following credits to be promoted to the next grade.

Freshman	5 earned credits
Sophomore	11 earned credits
Junior	18 earned credits
Senior	25 earned credits needed to graduate

early graduation

Students who wish to graduate early may do so under the following provisions:

- A. All requirements for graduation specified above must be met.
- B. Junior and Senior English and Social Studies may not be taken until the third year of attendance.
- C. It may not be possible to meet early graduation requests due to unresolved schedule conflicts.
- D. Students are not encouraged to try to meet graduation requirements in three years as it places a heavy academic responsibility on the student. However, there are circumstances when early graduation is appropriate such as age and specific career and college opportunities.

Application for this arrangement must be made before the beginning of the junior year.

to be eligible for high honor roll

all grades must be 90% or above
no “INC”
all courses are included

to be eligible for honor roll

all grades must be 80% or above
no “INC”
all courses are included
all students are included

academic requirements and regulations con't

class rank and gpa

GPA is calculated by adding grade points from final course grades, then dividing by the total attempted credits for all classes. Weighted GPA is calculated by adding the grade points from final course grades and an additional one point for each accelerated class, then dividing by the total attempted credits for all classes. The purpose of weighted GPA is to have a calculation which rewards students who take on challenging classes.

sports eligibility

- Students must be full time.
- Students must complete four credits of course work while maintaining a 70 average for the preceding marking period.
- Two failing grades in a trimester will result in ineligibility, regardless of average or GPA.
- The last day for changing a schedule will be the 5th day after the course starts. A (WDF) or (WDP) will be recorded permanently for dropping a course after the first fifteen days. For eligibility purposes, the grade will be treated the same as a final grade for the marking period.

•Failure to meet the above criteria will result in academic probation. While on probation a student may practice with his/her team but may not dress in uniform or participate in games, meets, scrimmages or competitions.

•Fall eligibility: A student is eligible to play fall sports regardless of past academic history. However, a review of grades will be made following the first progress report of the marking period to determine his/her status for the remainder of that marking period. Please see the athletic handbook for more explicit information.

grading system

Report cards are sent out on a term basis. The grading system follows:

<i>letter grade</i>	<i>numerical equivalent</i>	<i>grade points</i>
a+	97-100	4.0
a	93-96	4.0
a-	90-92	3.7
b+	87-89	3.3
b	83-86	3.0
b-	80-82	2.7
c+	77-79	2.3
c	73-76	2.0
c-	70-72	1.7
d+	67-69	1.0
d	63-66	.7
d-	60-62	.3
f	59 and below	0

other notations on the report card are:

WD	withithdrawn from class
wdf	withdrawn fail
wdp	withdrawn pass
inc	incomplete grade
p	pass
med	medical
nc	no credit
ng	no grade

Please note that class rank is determined using weighted GPA, which includes an additional grade point for accelerated courses.

clubs & Activities

academic groups

Co-curricular activities are connected to classes or focus on common interests in a particular area.

drama club

Any student can be part of the Drama Club. Performances happen throughout the year and are performed for the public and during festivals. Creating sets, studying their parts, arranging lighting and sound, and promoting the play brings the group together. Working on a play means students learn the following: to trust and treat each other with respect, to become better performers, to problem-solve, and most of all, to work well with a group of people with different personalities.

green horn

This is a rigorous, demanding class open only to students who successfully complete Journalism. Students will produce the SHS student newspaper, the Green Horn. Students will be assigned articles that must be handed in by established deadline days. Student journalists will be responsible for researching their articles editing their copy through conferences with the teacher, and typing their articles in one of the computer labs at the high school. Often students will be asked to volunteer for extra duties such as photography, layout or printing; and students will often be asked to attend extracurricular activities in their role as journalist.

reflections yearbook

While students in the Yearbook Production class do the actual page layout, many other students contribute to the yearbook. Students with interests in art, writing,

photography, page design and fund-raising work together to produce a successful book that records the story of the year.

sapa tv club

Students interested in producing their own TV programs are invited to participate. Students can learn how to use a camcorder and edit their own video. The programs that students create are broadcast on the Springfield Area Public Access channel 10. Activities include covering school events for channel 10 and competing in The State Video Contest.

world language clubs

Some of the world languages have a club to promote interest in the culture and people who speak the language that students are learning.

french club

Club members have the advantage of planning trips to France or Montreal. French-speaking Quebec, just to our north, provides the opportunity for club members to practice their language skills.

spanish club

With Spain on their minds, members of the Spanish club come up with a variety of fund-raising activities to help defray the costs of the trip.

German club

The German Club focuses its activities on the study of rich traditions and history of German-speaking countries in an effort to promote interest and gain a better understanding. The club members also get to explore popular cultural of German-speaking countries, follow news, etc. Through many different activities, club members will be exposed to various cultural experiences that reflect the German-speaking world. The SHS German Club is open to all students.

Russian club

The Club is devoted to exploring Russian culture, history and traditions through celebrating Russian holidays, watching videos and discussing readings on Russian history and current events, etc. Club members have a benefit of planning trips to Russia, where they would have a great opportunity to expand their knowledge of the country and practice their language skills. The Russian Club is open to all students, however they would be encouraged to learn Russian with the help of other club members during club meetings

district band and district jazz and Pep Band

Students in the Concert Band, Wind Ensemble and Jazz Band may audition for places in the district festival bands as well as All State.

Pep Band plays at football and basketball games to add to the school spirit. This Band is an elective activity with rehearsals outside of school time. Students may participate in this music group without being currently enrolled in a music class.

district show choir and chorus

Students in the Chorus class and the Madrigal class compete for places in the district choirs. They also perform in the community.

other clubs and activities

- Anime Club
- DECA
- Environmental Club
- FCCLA
- Gay Straight Alliance
- HOSA
- Military Science Club
- National Technical Honor Society
- Photograph Club
- SkillsUSA
- Snowboard Club

clubs & Activities

student government

class officers

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

student council

Students are elected to the Council by their classmates. They plan spirit activities for class competitions during Homecoming Week, bring student issues to the administration, and demonstrate concern for others through a variety of charitable activities.

academic achievement

national honor society

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

summer activities

boys' state and girls' state

Students are nominated by the Principal to represent the school in this mock legislature. Those attending run for office and are assigned duties based on the results of the election. Speakers and seminars give everyone a great sense of the political arena. Students write bills, debate the issues, and pass "laws".

governor's institutes

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

upward bound

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

service clubs

community buddies

Community Buddies is a mentoring program between the high school, Riverside and Park Street schools. Riverside and Park Street students travel over to the high school once a week where high school students help them with their homework, personal problems, play games, or make crafts. Community Buddies is an affiliate of the Learn and Serve America Program.

peer leadership

Peer leadership students sponsor school activities to promote student awareness, education and healthy choices regarding substance abuse and other related issues. The group sponsors activities that remind the school community that we are all linked together and that we need to watch out for each other.

Several members are chosen to attend Green Mountain Teen Institute leadership training for a week each summer.

Girl's & Boy's Athletics

Soccer
XC Running
Basketball
Alpine Ski Team
Softball
Track
Tennis
Football
Baseball
Golf

springfield high school faculty

Administrators

Rod Tulonen

Principal

A.B. Bowdin College ME

M. Ed Antioch graduate School NH

M. A. Graduate School at Marlboro VT

Robert Judson Bolles

Asst. Principal

B.S. Central Conn. St. Univ. CT

M. S. Central Conn. St. Univ. CT

M. Ed. UConn CT

Ed. D. Nova Southern MA

Linda Harbeson

ODP Coordinator

B.S. UVM VT

M. Ed UVM VT

Michael Hatt

Athletic Director

B.S. Springfield College MA

Mental Health

Debbie Baker

B.S. College of St. Joseph VT

M.S. College of St. Joseph VT

Guidance Counselors

Wayne Blanchard

A.B. Colby College ME

M.S. Univ of Wisconsin-Madison WI

Emily Matteson-Weld

B.A. Univ. of Vermont VT

M. Ed. Keene State College NH

Janis Wright

B.S. Springfield College MA

M. Ed. Springfield College MA

Princ. Cert. Keene State NH

SAP

Danielle Dulaney

B. S. Univ of Rio Grane

School Nurse

Joyce Sylvester

R.N. Salem School of Nursing MA

Alternative Program

Denise Bruso

A. A. Green Mtn. College VT

Edward Clark

B.A. Keene State College NH

M. Ed. Keene State College NH

Gretel Schuck

B. BA Univ. of Cincinnati OH

M. Ed. Xavier University OH

Edward Sanders

B. A. Keene State College NH

M. Ed. Rhode Island College RI

Gloria G. Lynam

B.A. University of Connecticut CT

M Ed. College of St Joseph VT

Art

Lisa Murray

B.F.A. Alfred Univ NY

M. Ed. Keene State College NH

Anne Katomski

B.S. Art Ed. Nazareth College NY

M. Ed Keene State College NH

Driver Education

Lawrence Wentzel

B.S. Springfield College MA

English

Jennifer Dodge

B.A. Trinity College VT

M. Ed. University of Vermont VT

James Finley

B.A. Grinnell College IA

Susan Hunt

B.A. UVM VT

M.A. San Francisco State Univ CA

Michael Janiszyn

B.S. Keene State College NH

M.A. Highlands Univ NM

Nanci Paul

B.A. Umass/Amherst MA

Rebecca M Skrypeck

A. A. Holyoke Community College MA

B. S. Mount Holyoke College MA

M. A Ohio University OH

Edward Wilkins

A.B. Middlebury College VT

M. Ed. UVM VT

World Languages

Rina Barreda

B.A. Johnson State College VT

Normal Superior Santa Rosa-Cusco-Peru`

Dianne Root

B.S. UVM VT

Yuliya Ballou

B.A. Omsk State Pedagogical University

Omsk, Russia

Health and PE

Ruth Haskell

B.S. Lyndon St College VT

Math

Marlene Allen

B.S. Johnson State College VT

Barbara Estey

B.A. UVM VT

M. Ed. Antioch Univ NH

Georgeann Guy

B.S. Wentworth Institute of Technology MA

B.A. Castleton College VT

Cynthia Knight

B.S. Keene St College NH

springfield high school faculty

John Dean

*B. S. University of Maryland MD
M. Ed. University of Maryland MD*

Sean Sullivan

*B.S. Univ of Lowell MA
M. ED. Antioch Univ NH*

Music

Tom Heintzelman

*M. M. Ithaca College NY
M.M.E. Indiana Univ. IN
D.M.E. Indiana Univ IN*

Occ. Development Program

Karen Blodgett

*B.A. College of St Joseph VT
M. Ed. College of St Joseph VT*

Patricia M. Greene

*B.A. University of Maryland MD
M. A. Graduate school of NE NH*

Marica Locke

*B.S. Keene State College NH
B.A. Keene State College NH*

Melissa Palmer

*B.A. Univ of New England ME
Certificate in Secondary Ed Johnson St.
College VT*

Margaret Rayner

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

Lisa Robarts

*B.A. University of Mass MA
M. Ed Fitchburg State College MA*

Marc Thomas

*B.A. CA Lutheran Univ CA
M. Ed. Fitchburg St College MA*

Physical Education

Joy Benson

B.S. Norwich Univ. VT

Joan Marie Cioffi

*B.S. Johnson State College VT
M. S. Texas Tech Univ. TX*

Learning Center

John Middleton

*B.A. Texas Christian Univ TX
M.S.S.W. Univ of Texas at Arlington TX
M.A. Castleton State College VT*

Deborah O'Shea

*B.S. Butler Univ. IN
M.S. Indiana Univ. IN*

Greg Smist

*B.A. Temple Univ PA
M. Ed. Lehigh Univ PA*

Science

Margaret Elizabeth Geyer

B.S. The College of William & Mary VA

Belinda Hathorn

*B.S. UVM VT
M. ED. UVM VT*

Traci Jensen

*B.S. The of College William & Mary VA
M.S. Northwestern Univ IL
PhD. Northwestern Univ IL*

Julian D. Leon

*B.S. S.U.N.Y Oneonta NY
B.S. Syracuse University NY
Teaching Certificate Univ of Hawaii HI*

M. Ed. Antioch Univ NH

Maureen Maidrand

*B.S. Worcester State College MA
M. Ed. Antioch Univ NH*

Merideth Walsh

B.S. Ed Emporia State University KS

Social Studies

Sue Fog

*B.A. Wilson College PA
M. Ed. Keene State College NH*

Angelo Jardina

B.A. Univ of Shippensburg PA

Stephen Johnson

*B.A. Boston University
J.D. Vermont Law School*

Rebecca Larkin

*B.A. Univ of Michigan MI
M Ed. Univ of Mass Boston MA*

Jeff Lavin

*B.A. Amer International College MA
M. Ed. Amer International College MA
C.A.G.S. Castleton State College VT*

Robert Paul

*B. Ed. Plymouth State College NH
M.A. Dartmouth College NH*

Dave Slivka

*B.S. Kutztown Univ PA
M.A. Castleton State College VT*

ENGLISH

The English program offers sequential instruction in language skills to freshmen and sophomores and varied electives to juniors and seniors. Since four (4) credits in English are required for graduation, students are expected to accumulate a minimum of one (1) credit each year. Included in the study of literature are recognition of literary types, appreciation of techniques and styles, awareness of values and themes, and introduction to many famous writers, past and present. Grammar and composition skills are reviewed and reinforced each year by the English teacher as needs in oral and written communication are revealed. The English Department believes that homework is a necessary and appropriate element of high school English study. Consequently, homework may be assigned in any of the courses offered by the department. The amount and frequency of homework will be determined in accordance with the skill level, goals, and objectives represented by each course. There are several vocational classes that can also provide you with equivalent credit for English, math, or science. This curriculum also reflects and includes the Vermont Standards in the areas of communication, literature, and language.

STUDENTS MAY ELECT READING LAB I. HOWEVER, THIS COURSE IS NOT A SUBSTITUTE FOR FRESHMAN AND SOPHOMORE ENGLISH. JOURNALISM IS NOT A SUBSTITUTE FOR SOPHOMORE ENGLISH. PLEASE NOTE: ALL STUDENTS MUST PASS FRESHMAN ENGLISH BEFORE TAKING SOPHOMORE ENGLISH. ALSO, SOPHOMORE ENGLISH MUST BE PASSED BEFORE TAKING GRADE 11 COURSES.

Junior English must be passed before taking grade 12 courses. Juniors must choose either American Literature, American Studies, or English Language & Composition AP for their junior year English course. Additional English courses may be taken during the junior year if the student's schedule permits. Language Arts skills of reading, writing, speaking, and listening are involved in all courses. The amount of time devoted to each skill will vary with the major purpose of each course and the achievement level of the students. Students should consult with members of the English Department if they have questions about course selection in relation to their future plans.

103 ind. english

1 credit

Open to: grade 9

Prerequisite: teacher recommendation

Scheduled: three terms

This course is designed to provide remedial help to students in reading, writing, listening, and speaking skills. The class is a smaller setting with the same or similar curriculum as English 104. Activities focus on improving reading and writing skills, developing vocabulary, and understanding grammar.

104 freshman english (CP)

1 credit

Open to: grade 9

Prerequisite: none

Scheduled: three terms

English 9 is a program that covers the following areas: reading, writing, listening, and speaking. Each of the four areas will introduce basic elements that will form the foundations for students to further their English study.

113 Indv. sophomore english

1 credit

Open to: grade 10 by recommendation

Prerequisite: freshman English

Scheduled: three terms

This course is designed to provide continued remedial help to students in reading, writing, listening, and speaking skills in preparation for their junior and senior years. The class is a smaller setting with the same or similar curriculum as English 114. Activities focus on improving vocabulary and an understanding of grammar.

114 sophomore english (CP)

1 credit

Open to: grade 10 (required)

Prerequisite: freshman English

Scheduled: three terms

Sophomore English is a program which covers fundamental English skills including reading, writing, speaking, and listening. These skill areas will build upon the foundations established in English 9 and will serve as preparation for the elective program available to all juniors and seniors.

116 drama (CP)

1 credit

Open to: grades 11-12

Prerequisite: freshman and sophomore English

scheduled: one or two terms

This is a literature-based course which will allow for the development of sophisticated literary interpretation of the dramatic genre. Performance activities will grow from the thematic elements of drama studied. These activities may include dramatic readings, improvisations, performance of specific scenes and/or other teacher-formulated activities appropriate to the works studied. Students will explore themes, characters, cultural origins, and dramatic writing styles during their studies.

117 performance

1/2 elective credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one term

This class, as the name implies, focuses less on dramatic literature (although we will read and analyze texts from a character perspective) and more on the art of acting for the stage. We will work extensively through exercises and discussion on relaxation, and expanding students' abilities to reveal parts of their emotional selves on stage. Additionally, we will explore the nature of acting as we work on a variety of scenes which we hope to share with the school community.

119 playwriting

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one term

This elective course concentrates on playwriting strategies and culminates in either a finished one act or a skeletal outline for a full length script. Writing activities such as character, scene, and dialogue development will be utilized on an almost daily basis to help train the mind to create new and different characters, imaginative places, and descriptive dialogue. Overcoming special problems in the writing process through these and other techniques will be explored as the need arises. Reading in theater arts will be assigned through the trimester. Writing

ENGLISH con't

will include analyses of character motivation. The areas of costumes, set design, lighting, and special effects will be touched upon. This is a writing-orientated class and students must be willing to work hard.

130 english language and composition-ap

1 1/2 credits

Open to: grades 11 and 12

Prerequisite: 1. minimum of 3.5 GPA in English
2. successful completion of summer assignments

Scheduled: all year

English Language and Composition students study prose from a variety of periods, disciplines, and rhetorical contexts. Student read complex texts in order to understand and write rich, effective prose. This course emphasizes expository, analytical, and argumentative writing as the basis of academic and personal reflective writing, as well as future professional communication. Assignments examine audience expectations, selection of subject matter, and the way language conventions contribute to effective writing. Assignments begin with three summer readings with related essays, which are evaluated on a pass/fail standard. During the school year, assignments are planned and assessed to help students to write effectively and confidently in their college courses across the curriculum. Course standards, therefore, are equivalent to those of a first-year composition course in college. Additionally, students will prepare for the Advanced Placement examination in English Language and Composition that is given to registered students in May.

134 american literature (CP)

1 credit

Open to: grade required for 11

Prerequisite: freshman and sophomore English

Scheduled: Three terms

This course is a comprehensive exploration of the major movements and genres that helped shape our national character and literature. Students will consider the way in which the literature is a reflection of its times, of American identity, and of

the American experience. The study of these ideas will occur through the reading of poems, short stories, essays, and novels. Through a close examination of genres, students will make connections to their own lives and gain a greater understanding of their identity as Americans.

135 World Literature (CP)

1 credit

Open to: grade 12

Prerequisite: freshman and sophomore and junior English

scheduled: two terms

As technology shrinks our world, our contact with cultures outside our own grows more abundant. Not only is it rewarding culturally but necessary practically to experience the views and values of these cultures. This course will offer important pieces of literature from various world cultures, within and without the borders of the United States. These may include African and African-American, Native American and Indian, Latino/Chicano and Asian works, and works from other times as well as other places. Students will develop an understanding of the diverse literary traditions which fostered these readings, and will respond to them through discussion, writing, and other modes of presentation.

137 Laughter through Literature (CP)

1/2 credit

Open to: grades 11-12

Prerequisite: freshman and sophomore English

Scheduled: One term

While laughter is an odd way to conduct a serious study of literature, within the humorous and satirical nature of the works being read in this course there lie grains of truth about the human condition and the world around us. This course will provide exposure to humor as a literary genre through poetry, plays, short stories, and novels, as well as the experience of creating types of writing. The readings will include, but are not limited to, works by Mark Twain, Lewis Carroll, Jonathan Swift, Dorothy Parker, Oscar Wilde, Russell Baker, William Shakespeare, and Martial's epigrams.

140 English literature & composition-AP

1 1/2 credits

Open to: grade 12

Prerequisite: 1. minimum of 3.5 gpa in English
2. successful completion of summer reading and writing assignments

Scheduled: three terms

English Literature & Composition is designed for the well-skilled student who wishes an intensive final year of English study before college. The specific emphasis of the course will be significant literary works taken from a variety of cultures and time periods. The student will write expository assignments about the literature read. Class discussion and formal oral presentations will be expected also. Various field trips to view plays, listen to speakers, and engage in cultural and literary events will be part of AP Literature class. Students will participate in activities to prepare them for the Advanced Placement exam in literature which is offered in the spring.

144 journalism (CP)

1/2 credit

Open to: grades 9-12

Prerequisite: grade 9 following one term of English with instructor's permission

Scheduled: one term

Normally taken during sophomore year, but also open to 9th graders, this course is a prerequisite for the Advanced Journalism class (145) that produces the *Green Horn*. In this introductory course, students will develop grammar, punctuation, capitalization, vocabulary, and organization skills for writing. Additionally, students will work on activities that explore various journalistic forms of expression such as straight news, features, editorials, and sports writing. Finally, students in this class will work on techniques such as interviewing, note-taking, and writing leads which will make them superior journalists. The First Amendment, with all its rights and responsibilities, will also be studied by students in this class. Successful completion of this class (an average of B or better) will allow a student to enroll in Advanced Journalism 145 the following year and work on the *Green Horn* staff.

145 advanced journalism (CP)

1 1/2 credits

Open to: grades 11 and 12

Prerequisite: Journalism

Scheduled: three terms

This is a rigorous writing class, open only to students who successfully complete Journalism. In this course, students will produce the SHS student newspaper, the *Green Horn*. Students will be assigned articles that must be handed in by established deadline days. Student journalists will be responsible for researching their articles, editing their copy through conferences with the teacher, and typing their articles in one of the computer labs at the high school. Often students will be asked to volunteer for extra duties such as photography, layout, or printing. Students may be asked to attend extracurricular activities in their role as journalist. Since the *Green Horn* will be printed every three to four weeks, students who enroll in this class must have a great interest in disciplined writing. They also must have an intense desire to contribute to a more positive school environment through responsible, mature reporting. Students may be chosen to work on *Green Horn*.

158 creative writing (CP)

1/2 credit

Open to: grades 10-12

Prerequisite: freshman English

Scheduled: one term

Creative Writing is a trimester course that is open to writers of various interests and abilities who have successfully completed English 9. In this course, students will study the principles and techniques of creative writing through the analysis of literature and the active participation in an intensive writing workshop. Although students will closely read and discuss the styles and techniques of various prominent writers, the goal is for participants to develop their own styles and voices in their original written work. In addition to individual writing exercises and assignments, students will work in small writing groups as part of the writing workshop.

164 literature, life, and the individual (CP)

1 credit

Open to: grade 12

Prerequisites: freshman, sophomore, and junior English

Scheduled: two terms

Literature, Life and the Individual is based on the idea that people do not want to be told how they should live, but do want help in developing a "code to live by." Specific class topics will be determined by the members of the class, but may include interpersonal and family relationships, education, peace and war, mental health, criminal justice, medical ethics, and death and dying. Students are expected to read six to eight assigned books during the course, including selections of fiction and nonfiction, as well as independently chosen readings. Students will search for goals and standards by which to guide their lives through the readings, discussions of videos, songs, and poetry, and other activities. The course will focus on literary analysis, writing, listening and speaking (communication) activities, and study skills, as outlined by Vermont Learning Standards. We will use a variety of activities to achieve these goals, including daily reading, writing, speaking, and listening: individual and group projects and presentations: and formal assessment.

194 reading lab

1/2 credit

Open to: grades 9-12

Prerequisite: none

Scheduled: one term

This course is designed to give students extra reading practice, focused reading skills practice, and a supportive, safe environment in which to practice discussion of ideas and literary elements. This class will help prepare students for fuller participation in other courses by working on overcoming reading problems which can hinder further study.

195 ADV. READING SKILLS I & II

INTRO TO THE CLASSICS

1/2 credit

Open to: 9-12

Prerequisite: None

Scheduled: one term

This is an intensive reading course designed for already competent readers to hone their reading skills and confidence when approaching the classics. Active reading skills such as prediction, margin notation, and figuring out vocabulary from context will be taught and practiced. A major emphasis will be on vocabulary expansion, with vocabulary taken from the literature we will read. The course has two parts. In part one, books will include: *Frankenstein* by Mary Shelley, *Washington Square* by Henry James, *Daisy Miller* by Henry James, *Dr. Jekyll and Mr. Hyde* by R.L. Stevenson, and *The Picture of Dorian Gray* by Oscar Wilde. In part two, the books will include: *Pudd'nhead Wilson* by Mark Twain, *A Christmas Carol* by Charles Dickens, *Ethan Frome* by Edith Wharton, *Jane Eyre* by Charlotte Bronte. Books also taught alternately may include: *Richard III* by Shakespeare, *The House of the Seven Gables* by Nathaniel Hawthorne, and other classics. It is not necessary to complete part one in order to take part two.

520 American studies (AC)

2 credits

Open to: grade 11

Prerequisite: none

Scheduled: two terms; double period

This course aims for a sophisticated appreciation and understanding of American thought and culture through a study of American history, literature, art, and music. A conceptual approach provides the focus for the four disciplines. This course is designed for students who have attained a high degree of skill in reading and using the language. Much emphasis is placed on expository writing, as well as on historical and literary analysis and synthesis. In addition, students will be expected to demonstrate a mastery of speaking and listening skills through panel discussions, role-plays, and student lectures. American Studies is designed for students willing to extend themselves beyond the average amount of study or work. It fulfills junior English and social studies requirements.

WORLD LANGUAGES

The World Languages Department offers sequential instruction in four languages: French, German, Russian and Spanish. In general, students study world languages to:

1. Cultivate a personal interest in the language and culture of another country.
2. Reach a better understanding of other countries and of our own culture as it relates to the rest of the world.
3. Develop the skills useful to many different careers such as the foreign service, import-export, airline, journalism, diplomacy, scientific research, and business.
4. Satisfy general college admission requirements that encourage the study of a world language for a minimum of two or more years.

cultural programs

The World Language Department offers foreign travel and exchange programs to its students.

prerequisites

Students must receive a "C" or better or have the permission of the teacher to continue to the next level in the study of a world language.

201 french i (CP)

1 credit

Open to: grades 9-12

Prerequisite: none

Scheduled: two terms

This course introduces students to the French language and culture. Students are expected to master both a basic vocabulary on everyday topics and an ability to communicate in present time. Listening and speaking are stressed. Reading and writing serve to reinforce what is presented orally. Holidays are celebrated and daily culture patterns discussed. Games, music and projects help students grasp and retain meanings. The text is Allez, Viens!, level I.

204 french ii (CP)

1 credit

Open to: grades 9-12

Prerequisite: French I

Scheduled: two terms

Students begin by reviewing vocabulary and the present tense while adding needed expressions and forms. They then master past time even as they increase their vocabulary about their everyday world. More ease and competency when speaking of daily concerns is expected. Listening comprehension now includes random conversations on known topics. Reading increases as the year progresses. Writing remains largely supportive. Supplementary reading material, including magazines and newspapers, videos, games, music and oral cassettes are used to enhance exposure to the language and culture. Holidays are celebrated. The text is Allez, Viens! level II.

205 french iii (CP)

1 credit

Open to: grades 10-12

Prerequisite: French II

Scheduled: two terms

Students begin the year with a quick review and work to greatly increase their ability to function at length in the French language. Vocabulary study is stepped up to allow for increased communication. Travel and tourism vocabulary is also taught. Future time and more sophisticated in-depth grammar patterns are mastered to permit more adult communication. Writing becomes much more important as a means of self-expression, although oral expression is still very central. The quality and quantity of authentic reading selections increase during the 2nd trimester. The text is still Allez, Viens! with many supplementary materials. By the end of the year, students are expected to comfortably carry out everyday activities in the language.

200A french IV (AC)

1 credit

Open to: grades 11-12

Prerequisite: French III

Scheduled: two terms per year

French IV is designed to enable students to expand and to improve their reading, writing, and oral skills. Students are required to speak and write with more complexity and accuracy. First, remaining every day topics are mastered. Reading selections are varied to increase reading skills and knowledge. Films, music and other listening materials help students appreciate the history and culture of a variety of French-speaking areas while building comprehension skills. Individual projects allow personal goals to be met.

200B French V (AC)

1 credit

Open to: grades 12

Prerequisite: French IV

Scheduled: two terms

French V is designed to enable students to continue to refine their reading, writing, and oral skills. They will read selections by French authors; additional readings will be related to the history and culture of French-speaking areas. In addition, films, music newspapers and other media will be incorporated into the course to promote a greater appreciation of the culture of the francophone world. Students are expected to make oral presentations and to complete at least one project.

211 german i (CP)

1 credit

Open to: grades 9-12
prerequisite: none
scheduled: two terms

This course introduces students to the German language and culture. Students are expected to master the basic vocabulary on everyday topics and be able to communicate in the present tense. Past tense will be introduced. The focus is on listening and speaking, while reading and writing are used to reinforce what is presented orally. Games, songs, role-playing, projects and videos help students practice and master the skills taught. Holidays are celebrated and daily culture patterns are discussed in order for students to gain knowledge and understanding of the German-speaking world. The textbook used is Deutsch Aktuell, level 1 by W. Kraft.

214 german ii (CP)

1 credit

Open to: grades 10-12
Prerequisite: German I
Scheduled: two terms

Students begin this course by reviewing vocabulary and grammar mastered in German I, while adding new expressions and forms. Then as students increase their vocabulary about everyday life, they will learn about the case system and master the future tense. The past tense will be introduced. While speaking on daily topics, like the weather, going out to eat and shopping, students are expected to show more competency and be more fluent. Students will also learn some geography in German and will learn a lot about the capital of Germany. Listening comprehension skills will be emphasized. As the course progresses, the amount of reading increases, writing remains mainly supportive. Holidays and culture of German-speaking countries are explored through additional reading material (including on-line articles, magazines and newspapers), videos, games, music, songs. The textbook used - Deutsch Aktuell, level 1, second half by W. Kraft.

215 german iii (CP)

1 credit

Open to: grades 11-12
Prerequisite: German II
Scheduled: two terms

At the beginning of this course students will have a quick review of the previously taught material and then start working on improving their ability to function at length in the German language. The difficulty of vocabulary and grammar structures increases in order for students to communicate more effectively. Conversational topics will include German traditions and holidays, houses and furnishing, work and leisure time, etc. Writing begins to play a much more important role of self-expression; never the less oral expression remains very important. Reading comprehension is a large part of this course and is taught through slightly abridged or authentic reading selections. The culture of German-speaking countries is explored by various means. The textbook used is Deutsch Aktuell, level 1 & 2 by W. Kraft with many supplementary materials. At the completion of this course students are expected to be able to comfortably communicate with a native speaker about everyday topics.

210 adv. german (AC)

1 credit

Open to: grades 12
Prerequisite: German III
Scheduled: two terms

This course is designed to help students improve and master their language skills: reading and listening comprehension, writing and oral skills. Students' oral and written speech must be more complex and accurate. Remaining everyday topics are mastered, while various reading selections are used to further improve and master reading skills and expand students' knowledge through reading German. Creative tasks and individual projects will allow students' personal goals to be met. Films, music, books on tapes, and other materials will allow students to refine their comprehension skills while learning more about the culture and history of the German-speaking world.

241 spanish i (CP)

1 credit

Open to: grades 9-12
Prerequisite: none
Scheduled: two terms

In this course students will learn to communicate in Spanish. In the beginning the listening and speaking skills (especially pronunciation) will be emphasized and practiced through a variety of in-class activities. As the students progress, they will do more reading and writing. The text Paso a Paso places emphasis on the Hispanic culture.

244 spanish ii (CP)

1 credit

Open to: grades 9-12
Prerequisite: Spanish I
Scheduled: two terms

The students in this course will build upon the basic vocabulary and grammar mastered in Spanish I. They will complete the text, Paso a Paso and begin the Spanish II text which is oral-proficiency based. They will practice their communication skills through a variety of drills, dialogues, and skits performed in class, and they will begin to do more reading and dictation.

will be introduced. While speaking on The text is supplemented by readers which include a wide range of topics pertaining to the Hispanic culture. At the completion of Spanish II the students will be able to express themselves in the present and past tenses.

245 spanish iii (CP)

1 credit

Open to: grades 11 and 12
Prerequisite: Spanish II
Scheduled: two terms

In Spanish III the students will complete the Spanish II text and continue with a variety of texts and audiovisual resources which will strengthen all four language skills-listening, speaking, reading, and writing. At the conclusion of Spanish III the students will have achieved a level of oral proficiency which would enable them to converse with a native speaker about everyday topics.

WORLD LANGUAGES Con't

240A spanish IV (AC)

1 credit

Open to: grades 11 and 12

Prerequisite: Spanish III

Scheduled: two terms

This course continues the focus on oral proficiency and includes more advanced work in reading and writing. Students are expected to make oral presentations. Students will read selections by Spanish authors; additional readings will be related to the history and culture of Spanish speaking countries.

240B spanish V (AC)

1 credit

Open to: grades 12

Prerequisite: Spanish IV

Scheduled: two terms

This course is designed to enable students to refine their writing and oral skills. Students are required to read, write, speak, and translate with accuracy. The students will establish Sharing Time with elementary schools, making connections with younger students. Students will be expected to speak only Spanish in class.

251 Russian i (CP)

1 credit

open to: grades 9-12

prerequisite: none

scheduled: two terms

This course introduces students to the Russian language and culture. Students are expected to master basic vocabulary on everyday topics and be able to communicate in the present and past tense. The focus is on listening and speaking. Students will learn the basics of reading and writing (including cursive) using the Cyrillic alphabet, in order to reinforce what is presented orally. Games, songs, video, role-playing and projects help students practice and master the skills taught. Holidays are celebrated and daily culture patterns are discussed. The text used are Rus' A Comprehensive Course in Russian by S. Smyth and E.V. Crosbie and Basic Russian, A Grammar and Workbook by J. Murray and S. Smyth.

252 Russian II (CP)

1 credit

open to: grades 10-12

prerequisite: none

scheduled: two terms

Students begin this course by reviewing vocabulary and grammar mastered in Russian I. As students expand their vocabulary, they continue to learn Russian grammar, e.g. the case system, past tense will be mastered and future tense will be introduced. While speaking on daily topics, students are expected to be more fluent, use newly acquired words, expressions and grammar structures. Listening comprehension skills are important and are worked on. As the course progresses, the amount of reading increases, writing remains mainly supportive. Russian holidays and culture are explored through additional reading material (including newspaper), videos, games, music. The text used are Rus' A Comprehensive Course in Russian by S. Smyth and E.V. Crosbie and Basic Russian, A Grammar and Workbook by J. Murray and S. Smyth.

253 Russian III (CP)

1 credit

open to: grades 11-12

prerequisite: none

scheduled: two terms

This course will begin with a brief review of the previously taught material. Then students will continue to work on improving their ability to function at length in Russian. Students expand their vocabulary and learn to use more complicated grammar to be able to communicate in a more sophisticated way. Present tense is mastered. Advanced past tense grammar is learned. Russian history, biographies of famous Russians, education and holidays are among many other conversational topics. Writing plays a more important role of self-expression and reading selections are close to or authentic at this level. Listening skills continue to be worked on as well. The textbook used is still Rus' A Comprehensive Course in Russian by S. Smyth with many additional materials. At the completion of the course students are expected to be able to comfortably communicate in Russian on everyday topics.

MATHEMATICS

324 Integrated Math I (CP)

1 credit

Open to: grades 9-12

Prerequisite: none

Scheduled: all Year

This course features an integrated approach to the study of high school mathematics. It features mathematics modeling, collaborative learning and problem solving. Topics include strands of algebra and functions, statistics and probability, geometry and discrete mathematics. Students who successfully complete both Integrated Math I & II will have the foundation of Algebra I and Geometry needed for Algebra II.

325 Integrated Math II (CP)

1 credit

Open to: grades 10-12

Prerequisite: Integrated Math I

Scheduled: all Year

This course includes problem solving and mathematical modeling in collaborative groups. Algebra and Geometry continue to be emphasized. Probability, statistics, and discrete math continue to be developed. The underpinning of trigonometry are established. Students who successfully complete both Integrated Math I & II will have the foundation of Algebra I and Geometry needed for Algebra II.

326 Integrated Math III (CP)

1 credit

Open to: grades 11-12

Prerequisite: Integrated Math II

Scheduled: two terms

Students will continue collaborating to explore and solve problems with algebra and geometry. They will use multiple-variable, symbolic, and discrete models along with patterns and families of functions as preparation for college math.

334 finance i

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one trimester

Students will create personal budgets and investigate career opportunities. Students will apply math reasoning, statistical analysis and problem solving in areas such as banking, taxes, housing and transportation. A scientific calculator is required.

335 finance ii

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one trimester

Students will develop a long range view of budgeting, exploring investment options and debt management strategies with an eye toward financial independence. Areas of study include stocks, mutual funds, credit, insurance and retirement. A scientific calculator is required.

344 algebra i (CP)

1 credit

Open to: grades 9-12

Prerequisite: none

Scheduled: all year

This is a traditional first year algebra course which includes an in-depth study of linear equations and inequalities, linear functions, exponents, factoring, solving quadratic equations, solving systems of equations and inequalities, and radical expressions. A scientific calculator is required.

354 geometry (CP)

1 credit

Open to: grades 9-12

Prerequisite : 1 credit of Algebra I or Algebra/Math I/B

Scheduled: all year

Plane and solid geometries are explored. Geometric properties will be analyzed using deductive reasoning as well as formal and informal proof. Topics covered include angles, parallel lines, triangles, quadrilaterals, polygons, similarity, circles, spheres, areas and volumes of geometric shapes. A scientific calculator is required.

361a Advanced algebra ii (CP)

1/2 credit

Open to:

Prerequisite: grades 10-12 teacher recommendation and successful completion of Geometry or Integrated Math II

Scheduled: one trimester

This challenging option is specifically designed for the Advance Placement intending student. A review of the real number system leads to the study of first and second degree equations in both one and two variables. Exponential and logarithmic functions will be introduced. Students are expected to have a scientific calculator.

361b Advanced algebra ii (CP)

1/2 credit

Open to: grades 10-12

Prerequisite: successful completion of 361a

Scheduled: one trimester

The study of relations and functions will continue with the exploration of the properties of conic sections, polynomial and rational functions and an introduction to the trigonometric functions. Students are expected to have a scientific calculator.

362a algebra ii (CP)

1/2 credit

Open to: grades 10-12

Prerequisite: successful completion of Geometry or Integrated Math II

Scheduled: one trimester

A brief review of Algebra I leads naturally to extending topics. These topics include: equations in three variables, quadratic equations and functions, irrational numbers and polynomials. Students are expected to have a scientific calculator.

MATHEMATICS

Con't

362b algebra ii (CP)

1/2 credit

Open to: grades 10 - 12

Prerequisite: successful completion of 362a

Scheduled: one trimester

Topics studied this term will include: complex numbers, triangle trigonometry, an introduction to circular functions and quadratic relations. Students are expected to have a scientific calculator.

371a Algebra III (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 1 credit of algebra II

Scheduled: one trimester

This course will focus on refining skills with functions, including linear, quadratic, polynomials, rational, exponential, logarithmic and the trigonometric functions. Students are expected to have a scientific calculator.

371b intro. to adv. math topics (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 1 credit of Algebra II

Scheduled: one trimester

This course will include an introduction to counting theory, probability and statistics as well as matrix algebra and mathematical vector and analysis. Students are expected to have a scientific calculator.

379A statistics A (CP)

1/2 credits

Open to: grade 11-12

Prerequisite: Geometry or Integrated II

Scheduled: one term

Students will produce and organize data. They will analyze their findings using measures of central tendency and statistical tests.

379B statistics B (CP)

1/2 credits

Open to: grade 11-12

Prerequisite: Statistics A

Scheduled: one term

Students will learn the mathematics of chance, probability and inference.

Students are strongly encouraged to take Part A first.

380 ap statistics

1 1/2 credits

Open to: grade 12

Prerequisite: teacher recommendation and either of Adv. Algebra II (avg 80%) or Pre-Cal (381B)

Scheduled: all year

This is a college level introduction to probability and statistical analysis. The material covered in this course will be sufficient to prepare students to take the Statistics Advanced Placement Examination. A TI 83+ or T1 84 graphing calculator is required for this course.

381a pre-calculus rf (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: Advanced Algebra II or Algebra II 362 A&B with teacher recommendation

Scheduled: one trimester

This is a college preparatory course designed for the student with above average interest and ability in mathematics. Topics include polynomial functions, rational functions, exponential functions. Students are encouraged to have a A TI 83+ or T1 84 graphing calculator.

381b pre-calculus td (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: Advanced Algebra II or Algebra II 362 A&B with teacher recommendation

Scheduled: one trimester

This college preparatory course includes a thorough study of elementary trigonometry. Other topics introduced include combinations, probability as well as sequences and series. Students are encouraged to have a A TI 83+ or T1 84 graphing calculator.

390 ap calculus

1 1/2 credits

Open to: grade 12

Prerequisite: 381 A& B pre-calculus

Scheduled: all year

This is a college level introduction to differential and integral calculus. The material covered in this course will be sufficient to prepare students to take the AB Calculus Advanced Placement Examination. A TI 83+ or T1 84 graphing calculator is required for this course.

SCIENCE

The Springfield High School Science program is aligned to National and Vermont Standards and within the Vermont Standards to the Grade Expectations (GE's). Students are expected to meet the standards in one course area before moving on to the next course.

Possible scenarios include:

Integrated Science I to Integrated Science II to Biology/Chemistry to Physics

Integrated Science I to Biology to Chemistry to Physics and/or AP Biology

Integrated Science I to Biology/Integrated II, Forensics

freshman

403 coordinated science

2 credits

Open to: grade 9

Prerequisite: teacher recommendation

Scheduled: 4 terms

This course is designed for those students who need strong support in understanding and studying science and allows for extra time in completing freshman standards

414 integrated science i (CP)

1 credit

Open to: grade 9

Scheduled: all year

The freshman integrated science curriculum combines elements of earth science, chemistry, and physics content with emphasis on universal physical laws, physical earth and its history, and electricity and magnetism.

sophomores

421 biology (CP)

1 1/2 credit

Open to: grade 10

Prerequisite: C+ or better in integrated science I

Teacher

Recommendation

Scheduled: all year

This is a survey course designed for the college bound student. This is not a required course. Students can elect to take either Biology 421 or Integrated Science II. The course will cover the following topics: cells, characteristics of life, genetics, the six kingdoms, the microscope, plants, animals, interconnections, and ecology to name a few. Students in this class are expected to take an active role in their learning. All class activities are designed with this purpose in mind. Some of the class activities that you will participate in are projects, hands-on, inquiry labs, discussions, group work and individual work. Laboratory reports are required and the student is expected to spend 3-5 hours per week on homework assignments, which may include enrichment activities, reviewing the daily class activities, or studying for tests or quizzes.

420 Honors biology (AC)

1 1/2 credits

Open to: grade 10

Prerequisite: B or better in Integrated I, strong study skills, developing research skills.

Teacher Recommendation

Scheduled: all year

This course is designed for students who are considering a science major in college. The course is inquiry based and students need to be organized and self-directed. The content includes molecular and environmental science and is the basic background necessary for AP Biology. Honors Biology is a course that requires strong thinking skills and a commitment to study.

422 integrated science ii (CP)

1 credit

Open to: grade 10

Prerequisite: passing grade in Integrated Science I

Scheduled: all year

This course is a continuation of the freshman integrated science course. The concentration of the course is on biology, human body but also includes physical science/earth science and chemical science in relation to concepts of life.

juniors

431 chemistry (CP)

1 1/2 credits

Open to: grades 11 and 12

Prerequisites: B- or better in Biology
A- or better in Integrated Science II

Scheduled: all year

This course is designed to develop an awareness of the physical/chemical interactions among compounds and elements. Specific concepts include atomic structure, chemical reactions, solutions chemistry, stoichiometry, equilibria, periodicity, bonding, and properties of different types of matter. Critical thinking skills will be used to apply chemical principals to current scientific and technological issues. Particular emphasis is placed upon laboratory work including observation, interpretation of data, and analysis. It is a course with an emphasis on writing, math concepts and use of the scientific method. Homework, supplemental work, and long term projects will be assigned. The course is designed for students who are college bound.

SCIENCE Con't

436 forensic science (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 3 credits in science

Scheduled: one term

This course is designed to introduce and build upon science concepts used in forensic science. Topics include but are not limited to deductive reasoning, observing, remembering, collecting evidence, analysis of hair, fibers, fluids, fingerprints, DNA and footprints. Students will participate daily using scientific concepts and problem solving to present possible solutions to class mysteries. A heavy emphasis will be placed upon problem solving skills, use of scientific reasoning and class activities.

438a integrated science iii (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 2 credits in science

Scheduled: one term each

This course has a major concentration on chemical sciences. Topics covered include the periodic table, acid/base relationships, gas laws, and chemical reactivity.

438B integrated science iii (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 2 credits in science

Scheduled: one term each

This course has a major concentration on physics. Topics covered include electricity, magnetism, electrostatics, the electromagnetic spectrum and power generation.

Physics

Physics deals with the interactions between matter and energy: mechanics, heat, electricity and magnetism. We offer two different courses in physics. All courses are designed to meet the needs of students going on to further education. The courses differ in what they offer based on the needs of the student in relation to their further studies.

441 physics (CP)

1 1/2 credits

Open to:

grade 12 or

permission

of the instructor

Algebra II (min of B-)

Prerequisite:

Scheduled:

all year

This course involves the application of mathematics in describing the physical laws. This is a good course for students with a solid math background who are majoring in engineering or physics. Examples: pre-med, other science, math majors.

442 conceptual physics (CP)

1 1/2 credits

Open to:

grade 12 or grade 11

with permission of

the instructor

Prerequisite:

2 credits in science,

or better in

Integrated II or

Chemistry or Biology

Scheduled:

all year

This course will stress an understanding of the concepts in the relationship between matter and energy. This course is a good course for college bound students who are not majoring in math or science and want a background in physics. Class work focuses on discussion and hands-on activities with minimal emphasis on math.

470 ap biology

1 1/2 credits

Open to:

grade 12

Prerequisites:

a's and/or b's in

Honors Biology and

Chemistry and

teacher interview

Scheduled:

all year

Springfield High School is excited about being able to offer its highly motivated students the opportunity to pursue the study of AP Biology. The AP course offers the student a solid second year of biology. The course requirements are stringent and students must be self motivated in order to meet deadlines. AP Biology is a college level freshman year course that is based on the intro level courses taught at name colleges and universities. Students have the opportunity to take the AP exam in May. The exam allows students with a high enough score to place out of introductory level courses in college. Colleges vary in how they handle AP scores so students will investigate how AP credit is granted at their preferred college or university. Success in this course is highly dependent upon a solid first year experience in biology and the students' willingness to be challenged and to meet those challenges.

Social studies

The task of providing education for effective citizenship is a major responsibility of the Social Studies Department. Many influences help to determine how well this responsibility is met. Young people are affected by wide variety of institutions and association, by contacts with community agencies, with media of mass communications, and by their total school experiences. The social studies programs should provide the knowledge and understanding upon which civic decisions can be based as well as provide for the acquisition of skills needed to carry out such decisions. We also strive to develop appreciation of human expressions of artistic accomplishments that enable us to live more enriching lives. A student at S. H. S. fulfills his or her minimum social studies requirements for graduation by taking Civics/World Geography in the 9th grade, Western Civilization in the 10th grade, Survey of U. S. History in the 11th grade, and 1 credit in the 12th grade from a wide variety of options. Because our graduates will function in a complex world, peopled by an infinite variety of fellow beings, we are committed to providing them with a variety of learning options for their senior year.

503 Ind. Civics/world Geography

1 credit
Open to: *Grade 9*
Prerequisite: *none*
Scheduled: *Three terms*

We intend that such a selection of options will give full range to their developing maturity and sense of responsibility, as well as give scope to their individual interests. This three trimester course will cover Civics and World Geography. In the first trimester, there will be a particular emphasis on citizenship, types of government, voting, the American legal system, constitutional law and the judiciary. The second two terms will concentrate on the issues facing developing nations, N. Africa and S.W. Asia, India and Pakistan, China and Japan.

504 Civics/world Geography (CP)

1 credit
Open to: *Grade 9*
Prerequisite: *none*
Scheduled: *Three terms*

This three trimester course will cover Civics and World Geography. In the first trimester, there will be a particular emphasis on citizenship, types of government, voting, the American legal system, constitutional law and the judiciary. The second two terms will concentrate on the issues facing developing nations, N. Africa and S.W. Asia, India and Pakistan, China and Japan.

513 Ind West Civ

1 credit
Open to: *Grade 10 by recommendation*
Prerequisite: *None*
Scheduled: *One term each*

Students will develop their social skills and knowledge as they review the history of the Western World. They will receive strong support in their study of topics ranging from Ancient cultures to the Twentieth Century.

514 West Civilization (CP)

1 credit
Open to: *Grade 10 (Required)*
Prerequisite: *none*
Scheduled: *one term Each*

To accommodate student scheduling needs in a trimester schedule, Western Civilizations is divided into two one-trimester, half-credit components. The first component examines the ancient societies of Egypt and Mesopotamia and the Graeco-Roman world, and ends with the study of the Medieval period. The second component includes the transitional period of the Renaissance and Reformation, the struggle between absolutism and constitutional government, the Age of Revolutions and the dawn of the modern world. In each unit of study, students will examine the six universal components of culture: geography, religion, social structure, economic life, political activity, and creative endeavors.

520 American Studies (AC)

2 credit
Open to: *Grade 11*
Prerequisite: *none*
Scheduled: *Two Terms, double period*

This course aims for a sophisticated appreciation and understanding of American thought and culture through a study of American history, literature, art, and music. A conceptual approach provides the focus for the four disciplines. This course is designed for students who have attained a high degree of skill in reading and using the language. Much emphasis is placed on expository writing, as well as on historical and literary analysis and synthesis. In addition, students will be expected to demonstrate a mastery of speaking and listening skills through panel discussions, role-plays, and student lectures. American Studies is designed for students willing to extend themselves beyond the average amount of study or work. It fulfills junior English and Social Studies requirements.

521 US History Advanced Placement

11/2 credit
Open to: *grades 11*
Prerequisite: *Above average reading and expression, both verbal and written skills. Students should have better than average grades in previous English and social studies courses*

Scheduled: *three terms*

This AP Program in United States History is designed to provide, for the most serious and dedicated students, the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students will be involved in learning activities that prepare them for the advanced placement examination in May. Participation in the AP Exam is encouraged for all students enrolled in the course.

Social studies Con't

523 indiv. us history

1 credit

Open to: Grade 11

Prerequisite: none

Scheduled: two terms

A true study of American history integrates the spiritual, philosophical, and intellectual elements of the creation and growth of our nation with an awareness of the physical characteristics of the land, the skills people developed and the adaptations they made to thrive in that land, and the creative ways in which they commemorated their struggles and projected their vision for generations to come.

This course will provide hands-on opportunities for students to explore the visual, musical, and dramatic arts. To strengthen student understand of historical realities of any given period, each unit of study will incorporate painting, sculpture, music, architecture, poetry, journals, or other writings that were central to life in that period. Class size will remain small, each student will be encouraged to connect individually through the creative arts with the American experience, and part of the assessment for the course will be (along with quizzes and other written work) based on the student's willingness to develop new skills and knowledge in the arts.

524 survey. of u.s. history (CP)

1 credit

Open to: grade 11 (required)

Scheduled: two terms

This course is required of all 11th grade to fulfill a state and school requirement for graduation. The course pursues a number of appropriate topics of study to enhance a student's broad understanding of our American heritage and history. The course is divided into two terms half-credit components. The first component (524A) examines the Colonial Era to the rise of sectionalism and the birth of the Republican Party. The second component (524B) includes the study of the Civil War and Reconstruction, the rise of Industrialism, and a survey of major wars, controversies, and crises which continued to shape twentieth century American history.

536 20th century america (CP)

1 credit

Open to: grade 12

Prerequisite: none

Scheduled: two terms

This course considers the political, social, economic and intellectual developments in the 20th century which transformed the United States from an isolationist nation into a world leader. Heavy emphasis will be placed on the period of history following World War I. Areas of study will include the "Jazz Age," New Deal, World War II, the crucial decade of the 50's and the Vietnam War Era. The study of more recent history will be approached topically and will include such themes as Civil Rights, governmental scandals, protests and violence.

538 sociology (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one term

This course deals with the study of group behavior focusing on the structure of society and the social relations of people. Students will gain a better understanding of themselves and the world in which they live as a result of examining culture, socialization, groups, suicide, the family, child abuse, and criminal behavior.

539 economics (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one term

The course will enable students to analyze economic issues of contemporary society and will help them examine and determine their own relationship to the local, state and national economic scene. Conflicting arguments and theories essential for understanding a world economy in rapid transition will be presented. Students will be exposed to the process of economic development, the effects of economic development and economic reasoning.

544 psychology (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one term

Psychology is a one-term, half-credit course for juniors and seniors. This course introduces

students to the history of the discipline, the role played by physiological factors in the development of personality, normal and abnormal manifestations of human behavior, methods of assessment and treatment, the role of research, and the complex interaction of personality and social-cultural factors.

545 intro. to philosophy (CP)

1/2 credit

Open to: grades 11 and 12

Scheduled: one term

This course explores the history of our attempt to come to grips with ourselves and our place in the world. Examples of some of the topics studied include: good and evil, free will, metaphysics, epistemology, and existentialism. The class also includes topic-based readings and films.

547 contemporary issues (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: none

Scheduled: one term

This is a one term course which analyzes current events (world, national, regional and local) using newspaper and magazine reports as well as television newscasts. Students debate controversial issues, hear speakers on contemporary topics and discuss and evaluate various positions on contemporary issues.

549 topics in european history (CP)

1/2 credit

open to: grades 11 and 12

Prerequisite: World Geography (east civ) Civics and Western Civ

Scheduled: one term

This course is intended to provide students with an opportunity to study one particular period in European history in greater depth. Possible topics include The Final Solution, the 14th century, 17th century England, the industrial Revolution, the Romantic Movement, the Reformation Between the Two World Wars, etc. The course is multi-disciplinary in nature, so that art, music, literature, and architecture of a period are included, and relies heavily on the use of primary source materials.

c.a.t.s

The Collaborative Arts Technical School Program is Springfield High Schools' Arts Academy.

If you are interested in:

*Visual arts
Music
Drama
Journalism
Photography*

You should consider participating in CATS. Such students will have priority in arts course selections, capstone projects (limited number per year), field trips, and visiting artist activities. Students will be considered participants if they enroll in a minimum of two terms of art offerings in a given academic year.

Our mission is to create and enhance individual and collaborative arts experiences involving students at Springfield High School and the larger community.

The CATS program will endeavor to:

Create new opportunities for artistic expression:

The CATS team will serve as a resource for teachers within the high school wishing to utilize artistic exploration as a technique to support student learning in their disciplines. The collaborations can occur as a one-time event, or a large commitment to integrated study.

Enhance both curricular and extracurricular arts program offerings:

This goal will be achieved through visiting artists and the introduction of new courses.

Create opportunities to explore photography:

Students can learn how to process and print black and white film and exhibit their work.

Expand collaborative project offerings within the arts division:

CATS has already spawned very successful Arts Festivals. We have also created a trip to New York and Montreal and plan to continue this biannual event.

Create internship and apprenticeship opportunities in the arts:

CATS proposes to develop a network of artists in the surrounding community with whom our students may apprentice. Such opportunities could receive academic credit.

Develop a "capstone project" program for seniors to culminate their arts education:

Students, working with an art's faculty member, will develop a proposal which will be reviewed by the CATS team.

Generate opportunities for the larger community to join students working on art projects:

The CATS team will create a number of opportunities each year for the extended school community to join students on a given project. These opportunities may be led by visiting artists or CATS team members.

104 A freshman english Arts (CP)

1 credit

Open to: Grade 9

Prerequisite: none

Scheduled: all year

This version of English 9 will still cover the areas of reading, writing, listening, and speaking. However, students will enhance their study of these verbal skills with a variety of artistic projects. Students will still learn about, and practice, traditional methods of literary expression but these studies will be supplemented with drawing, scene performances, collages, puppetry, and other artistic experiences.

114A Sophomore English Arts (CP)

1 credit

Open to: grade 10

Prerequisite: Freshman English

Scheduled: all year

This version of English 10 still includes all the texts from traditional sophomore English, but asks students to respond to the material they read and write using both traditional oral and written techniques, as well as a variety of artistic methods. Students will still be asked to write analytical papers and will explore creative writing techniques, but these will be supplemented with drawings, scene performances, collages, puppetry, and other arts experiences.

204 french ii arts (CP)

1 credit

Open to: grades 9-12

Prerequisite: French I

Scheduled: two terms

The students in this course will build upon the basic vocabulary and grammar mastered in French I. The focus of the course will be the acquisition of language through the integration of the arts. Students will practice their communication skills through a variety of drills, dialogues and skits performed in class. The textbook, *Allez, Viens! level II* will be supplemented by readings with a focus on the arts. The course will include hands-on activities and arts projects related to the culture of French-speaking countries. At the completion of French II, the students will be able to express themselves in the present and past tenses and will have a greater understanding of the various cultures in the Francophone world.

504 Civics/World Geography Arts (CP)

1 credit

Open to: *grade 9 (required)*

Scheduled: *all year*

One way of fulfilling the 9th grade social studies requirement is through this arts oriented Civics and Geography program. In the first term, we will consider the impact that American government has on the arts and the impact arts have had on our citizenship. During the second two terms, we will use the arts to demonstrate what we learn about the impact of humans on the earth and vice versa. Students are not required to be “good” artists; but need to be willing to try new hands-on activities and experience the arts.

514 west. civilization Arts (CP)

1 credit

Open to: *grade 10 (required)*

Scheduled: *two terms*

Conditions of geography, religious belief, social structure, economics, and political activity underlie the creative endeavors of any civilizations. By approaching the study of history through those creative endeavors, students explore the way in which creativity shapes and is, in turn, shaped by the realities of human existence. A textbook is used periodically to provide historical continuity, and the instructor builds in the necessary art history background. Predominantly, however, the course is activity-based and multi-disciplinary in nature. The students are expected to experiment with art forms they study. Recently, for example, in the context of their study of the Greeks, students followed the forms of Greek tragedy and performed excerpts from Antigone on stage, and visited the music department for a spectacular demonstration of the impact of Pythagoras on modern music. Now, students are completing preliminary sketches of a figure detail which they will sculpt in clay in the manner of Greek sculpture in the Classical Period.

Finally, students are directly exposed to a great deal of the world’s art through regular trips to museums in our region. Artistic talent is not a must for students who wish to enter this course. Rather, we encourage any sophomore with an interest in visual arts, architecture, music, dance, theatre or literature to choose this Western Civ. option.

534 humanities (CP)

1/2 credit

Open to: *grade 12*

Prerequisite: *none*

Scheduled: *one term*

Humanities is a course designed for students interested in the arts and their connection to history. We will study various expressions of the human experience such as painting, theatre, literature, music, film and dance. We will also study the motivation and inspiration behind these art works, and we will create art ourselves. No artistic skill is required.

ART

The art program at the high school has several objectives:

A. To provide all students with the opportunity to experience the creative process.

B. To help students become proficient in the use of a variety of tools, media, and styles so they can express themselves successfully.

C. To provide students with an increased awareness of the basic art elements used in design and art appreciation.

D. To help students develop their creativity and imagination, while providing the opportunity to use art to enrich their lives.

Prerequisites:

Advanced status for all Advanced Art classes can be achieved by permission of instructor and a portfolio review. It may be possible to take some art classes including Crafts I and II, Advanced Art and Photography on an Independent Study basis.

804 2 & 3 dimensional design

1/2 credit

Open to: grades 9-12

Prerequisite: none

Scheduled: one term only

This course exposes students to the elements and principles of design. It will expand their knowledge of what art is, and show them the variety of ways design problems can be solved. Some media and subject areas to be explored may include: pencil and colored pencil line, space and color design, collage, 2&3 dimensional spatial relationships, pen and ink optical illusions, and bas relief sculpture. Students will consider the importance of good design, color harmony, proper presentation and evaluation. The internet will be used to research the work of other artists, art history and art appreciation will be studied as well.

805 multi cultural art

1/2 credit

Open to: grades 9-12

Prerequisite: none

Scheduled: one term only

This course exposes students to art from all over the world while bringing them the wonder of art in all its many forms. Learning about cultural differences through art can help students appreciate and respect one another. Learning about cultural differences through art can help students appreciate and respect one another. Some media to be explored may include: European botanical illustration, Polish Wycinanki, Venetian Millefiori Bead Making, Oriental Brush Work, American Indian Design Painting, French Papier Mache and Collage. Students will consider the importance of good design, color harmony, proper presentation and evaluation. The internet will be used to research the work of other artists, art history and art appreciation will be studied as well.

806 crafts i and ii

1/2 credit

Open to: grades 9-12

Scheduled: one term

This course will provide a major concentration in the creative crafts area while still considering the art elements and principles of design. Some craft areas to be explored may include: batik, fabric painting, collage, mosaics, print making, jewelry design and construction, wood crafting, leather crafting and American and global crafts. The creation of well designed and constructed crafts project will be taught. Care and use of the many tools will be emphasized. The use of natural elements from the environment, as well as, recycled goods will be used to create functional items.

807 drawing I and II

1/2 credit

Open to: grades 10-12 (Grade 9 with teacher recommendation)

Prerequisite: none

Scheduled: one term

This course will explore many aspects of drawing and illustration. The study of portraits, figure drawing, still life, and landscapes are some of the subjects to be investigated. Some of the media to be covered will include: colored pencils, graphite, aquarelles, pen and ink, scratch board, charcoal, pastels and designer markers. The importance of good design, color and presentation will be stressed. We will study art history and art appreciation.

808 painting I and II

1/2 credit

Open to: grades 10-12 (Grade 9 with teacher recommendation)

Prerequisite: none

Scheduled: one term

The elements of pictorial composition, color and self expression will be explored in this class. Subjects to be studied may include: portraits, figurative images, landscapes and abstract concepts. A variety of painting media of surfaces may include watercolor, acrylic, glass painting, and mixed media. Art styles will be reviewed and included in many of the projects; such as Impressionism and Non Objective Art. Art History And Art Appreciation will be studied while considering the importance of good design color theory, and presentations. Students will be encouraged to participate in community painting projects.

ART Con't

809 advanced art

1/2 credit

Open to: grades 11 and 12

Prerequisite: two terms of art with grade B or better (One term of Drawing or Painting)

Scheduled: one term

This is an advanced studio course for the student with a serious interest in art. Some projects may be individualized. Emphasis will be on: drawing, painting, sculpture and mixed media, projects using pencil, aquarelle, watercolor, acrylic, marker and clay. Special projects may include: monoprints, jewelry making, batiks, glass painting, hand tinting photographs, mosaics, clay sculpture, collages, and oil painting. Subjects may include: portraits and self portraits, figure drawing, landscapes, multi-cultural art and illustration problems. Seniors will begin work on portfolio preparation and career exploration. Students will be expected to set up and evaluate art displays and complete outside art work. Art History and Art Appreciation will be studied. Students will be encouraged to participate in community art projects.

815 Adv Placement Studio Art

1/2 credit

open to: grades 12

prerequisite: Two terms of Adv Art with a Grade of B or better and portfolio review

scheduled: all year

AP Studio Art is an advanced art class for self motivated, talented, college and career oriented students. Students will be expected to complete at least thirty works of art in a variety of media techniques and subject matter. Emphasis will be placed on drawing from observation, painting, mixed media and three dimensional work. Students are expected to complete work during the summer and artwork both in

school and at home throughout the school year. Students will compile a portfolio based on the college board requirements. This will include: written work, art history, development of a body of work that is the student's own choosing showing quality and an area of concentration and breadth.

816 intro to fashion and textile design i & II

1/2 credit

open to: grades 9 - 12

prerequisite: None for level I, level I for level II

scheduled: one term

This course will provide a broad overview of fashion and textile design throughout the ages. Various techniques to decorate fabrics and to create wearable and recycled art will be explored. Students will have the opportunity to produce decorative designs on textiles and to construct wearable items of clothing which will reflect the current trends of design in this modern age. Some creative textile design mediums to be implemented may include: fabric dye painting, batik, tie dye, fabric stamping, photo image transfer, silk painting, and free hand application and embellishment. Basic clothing construction, couture sewing techniques, and recreating apparel from recycled clothing will be discovered. Also, some participation in rendering, designing and construction of costumes for theater productions will be available. Students will be required to provide some recycled clothing, fabrics and embellishments for this course.

Music

827 Freshman Band

1/2 credit

Open to: *grades 9-12*
Prerequisite: *ability to play a wind or percussion instrument*

Scheduled: *fall & spring terms*

A performance-oriented ensemble that focuses on instrumental popular music, presenting one concert at term's end. Band members are expected to complete practice and project work outside of school time. Athletic games are optional for this class.

829 Senior Band

1 1/2 credits

Open to: *grades 9-12*
Prerequisite: *high-level performance skills and several criteria listed in music department, audition required*

Scheduled: *three terms*

A select performance-oriented ensemble requiring preparation of band ensemble and solo literature. Musicians will be playing standard master works of band literature along with contemporary works. Several concerts a year; athletic games are optional. Admission preference given to students who can schedule full-year.

834 Beginning Guitar

1/2 credit

Open to: *grades 9-12*
Prerequisite: *none*
Scheduled: *fall & winter term*

An introductory course to music through guitar performance. Students will learn to read music, improvise and compose music, and learn various styles of guitar playing. Several techniques for left and right hand playing will be addressed, along with the ability to play solo and ensemble music. A major project, weekly practice, and performance exams will be part of the class expectations.

836 Intermediate Guitar

1/2 credit

Open to: *grades 9-12*
Prerequisite: *834 or one year's experience, some ability to read music*
Scheduled: *spring term*

Students will continue music work on various playing styles, barre chords, blues, scales and guitar ensemble music. Singing, composition and a performance will be part of class expectations.

836 concert choir

1/2 to 1 1/2 credits

Open to: *grades 9-12*
Prerequisite: *none*
Scheduled: *offered all 3 terms*

This course is performance oriented. Choral music from different periods and styles are taught. Emphasis is on vocal technique, part singing, and popular music. One term of chorus will be a girls ensemble. Special attention is given to solo and ensemble experience. Public performances are required as part of grade.

837 madrigal singers

1 1/2 credits

Open to: *grades 10-12 only*
Prerequisite: *audition required*
Scheduled: *three terms all year*

This is a select performance-oriented ensemble or approximately 10-15 musicians. All members must pass an audition requirement. Vocal and choral techniques are taught on a regular basis. Emphasis will be on music of early 16th and 17th centuries. Some attention will also be given to show choir literature. All students will work toward a goal of ensemble performance, and will be encouraged to audition for District and All-State Music Festivals. Independent study is also encouraged.

Physical Education

1. Physical fitness appreciation.
2. Life time values of health and wellness.
3. Discipline and responsibility.
4. Learn skills and games.
5. Ability to get along and cooperate with others (sportsmanship).
6. Experience of working towards common goals.

Students will receive a letter grade for Physical Education. Students are required to take 180 hours (1 1/2 credits) of physical education.

823 Personal Fitness

1/2 credit each term

Open to: *grades 9-12*
Prerequisite: *none*
scheduled: *term 1-3*

This course will provide students with knowledge and experience in planning, implementing, and self-evaluation of fitness levels. A variety of daily fitness activities will be performed.

Course Objectives

- *Examine and discuss the interrelated dimensions of fitness and the relationship between fitness and quality of life
- *Identify and discuss various factors that influence fitness levels
- *Plan, implement, set goals and self-assess fitness
- *Examine and discuss the issues surrounding the declining fitness levels of adolescents

Student's Responsibilities

- *Common courtesy is expected
- *Full participation in all fitness activities is required
- *Shorts, t-shirts, sweats, athletic socks, and SNEAKERS are required for every activity

*Assignments will be turned in on time - No late work will be accepted without prior approval

824 Physical Ed

1/2 credit

Open to: *grades 9-12*
Prerequisite: *none*
Scheduled: *term one*

The following activities may be offered:

Flag Football, Ultimate Nerf, Lacrosse, Badminton, Soccer, Speedball, Project Adventure I, Fitness, Cross Country, Basketball

825 Physical Ed

1/2 credit

Open to: *grades 9-12*
Prerequisite: *none*
Scheduled: *term two*

The following activities may be offered:

Floor Hockey, Volleyball, Basketball, Badminton, Team Handball

826 Physical Ed

1/2 credit

Open to: *grades 9-12*
Prerequisite: *none*
Scheduled: *term three*

The following activities may be offered:

Team Handball, Track and Field, Softball, Archery, Frisbee games

PE Students Aides

1/2 credit

Open to: *grades 9-12*
Prerequisite: *none*
Scheduled: *one term each*

Students can only become a student aide for the PE Department with prior approval from the PE Instructor and when they have successfully completed their PE requirements. It is the hope of the PE Department to attract student aides that have an interest in pursuing a career in PE.

Students must also meet the following criteria:

Requirements

Characteristics:

1. Trustworthy
2. Reliable
3. Honest
4. Energetic
5. Mature
6. Takes initiative
7. Responsible

Expectations:

1. Come to class on time.
2. Stay to the end of class.
3. Dress appropriately when applicable.
4. Participate in class only when asked to by the instructor.
5. Have the ability to separate yourself from the other students.

Responsibilities

1. Take attendance.
2. Set up and pick up equipment and supplies.
3. Help with supervision.
4. Lead small groups.
5. Officiate games and activities.
6. Run errands.
7. Help with paperwork, i.e. contracts, quizzes.

Mics.

845 driver ed.

1/4 credit on completion of both the classroom and driving.

Open to: *grades 10-12
(grade 9 if 16 before the end of the school year)*

Prerequisite: *drivers permit*

Scheduled: *one term*

The Driver Education training course consists of thirty hours of classroom instruction and six hours of behind-the-wheel instruction. Students will not be allowed in the course until they have a driving permit.

The goal of this Vermont Driver and Traffic Safety Program is to encourage every student to become a competent, caring, productive and responsible Traffic Safety educated citizen who is committed to improve driver performance throughout life. Presentation of content in the classroom will parallel the presentation of in-car content. All concepts, and most skills to be practiced in the car, will be first presented in the classroom. A partnership will be formed between the instructor, student and parent/guardian to help support the driving practice. Under the GDL (Graduating Drivers License) Program, students will have to drive an additional 40 hours with parents/guardians 10 of those hours will be night driving.

849 TEACHER AIDE

1/2 credit

Open to: *grades 10-12*

Prerequisite: *none*

Scheduled: *one term*

Students may earn credit by working as an aide for a teacher. Students must find a teacher who is interested in having an aide, and get the teacher's approval in writing by having them sign the schedule change form. Students must meet with the teacher everyday and complete all the teacher's expectations in order to earn credit.

849 community services

1/2 credit

Open to: *grades 11-12*

Prerequisite: *none*

Scheduled: *one term*

Each student must do 60 hours of community service to receive the credit. Students must arrange a community service position or mentor who will document the hours of service. It gives students who would like to do some aspect of community services such as the Betty/Buddy Program, the option of obtaining credit.

Learning center

847 resource room

1/4 credit

Open to: *resource students, grades 9-12*

Prerequisite: *To be eligible to receive assistance in the resource room, a student must be on a current IEP, 504 plan or be referred from an est and have parental permission. To receive credit a student must be scheduled every day for the term. However, students who do not attend resource every day may receive assistance but not receive credit.*

Scheduled: *one term*

The focus of this program is to develop students' skills in their area(s) of weakness and apply those skills to the students' courses. An emphasis will be placed on developing positive study habits such as: note taking, following directions, reading texts, skimming for information, writing papers and preparing for taking tests and problem solving. Students will be provided with an opportunity to improve these skills through their daily class work or through work provided to meet the individual needs of the student.

health

997 health

1/2 credit

Open to: *grades 10*

Prerequisite: *none*

Scheduled: *one term*

Students in this course will participate in a discussion based class designed to cover timely health topics. Included are: nutrition, safety, sexuality, substance abuse, mental health and living well. Students are required to work in groups and complete trimester projects.

659 yearbook production

1 1/2 credits

Open to: *grades 9-12*

Prerequisite: *none*

Scheduled: *all year*

This course will utilize desktop publishing software to apply publishing design, layout and text writing skills. Students will also use software provided by the yearbook publishing company to design the Springfield High School yearbook. Yearbook staff members should register for this course.

occupational Development program

The Occupational Development Program offers a curriculum for students who are experiencing difficulties in learning and whose academic needs cannot be met in the traditional secondary curriculum. It is the primary goal of the program to provide the student with survival level math, reading and communication skills. Students will also be exposed to computer technology in the classroom.

An additional goal is to provide the student with skills necessary to lead as independent a life as possible. These include: self-care, shopping, cooking, basic shop, housekeeping, clerical, budgeting, banking, and community living skills. All students are encouraged to learn appropriate self-advocacy skills needed for a successful transition to the adult world.

The Pre-Vocational Class explores areas relative to finding, getting, and keeping a job. Interview techniques are discussed and mock interview situations are arranged. The students also have the opportunity to fill out a variety of job applications and to meet with the counselors at Dept. of Employment and Training to explore avenues of employment available.

The program provides students with training in at least one job area. An on-the-job training program offers students supervised work-training. Upon completion of the Occupational Development Program, students will have been exposed to work related competencies and will have become familiar with the appropriate agencies and resources that will assist them in securing employment.

Springfield High School may grant a diploma when the student has earned a minimum of twenty-five credits. Students must earn at least the stated number of credits in the following areas or related mainstreams: Mathematics 4 credits; Communications 4 credits; Pre-Vocational Skills 3 credits; Vocational Life Skills 4 credits (1 credit in Home Economics); Basic Shop 1/2 credit; On-The-Job Training 1 credit; Physical Education 11/2 credits; Health 1/2 credit.

Students whose program focuses on Independent Living skills will receive a certificate of program completion.

904 communications i

1 credit

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

Prerequisite: none

Scheduled: all year

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

906 communications ii

1 credit

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

Prerequisite: Communications I

Scheduled: all year

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

908 communication iii

1/2 credit

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

Prerequisite: Communications I and II

Scheduled: one term each

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

914 communications iv

1/2 credit

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

prerequisite: communications I, II, III

scheduled: one term each

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

reasoning. In the fourth year, the course will be coordinated with the student's vocational and/or job placement.

916-917 math i and ii

1 credit

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

Prerequisite: none

Scheduled: one term each

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

918-919 math iii and iv

1/2 credit

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

Prerequisite: Math I and Math II

Scheduled: one term each

The final mathematics course for O.D.P. students is Math IV which focuses on money management and the mathematics necessary for independent living.

923 PARENTING

1/2 credit

Open to: all O.D.P. students

Prerequisite: none

Scheduled: one term

This course is designed to provide O.D.P. students with an overview of good parenting skills. Students will learn the responsibilities involved with being a parent and good choices to make when raising children from birth until adulthood.

924 basic shop

1/2 credit

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

Prerequisite: none

Scheduled: one term

Orientation to shop safety with units on basic hand tools and certain power tools. Small projects will be the vehicle for learning individual and group skills.

925 GENERAL SCIENCE

1/2 credit

Open to: grades 9-12
prerequisite: none
scheduled: one term

This course is designed to provide students with a general overview of the human body, life sciences and ecology.

926 pre-vocational i

1 credit

Open to: 1st year O.D.P. students
prerequisite: none
scheduled: two terms

The first year course places an emphasis on self-awareness, including: health, hygiene, nutrition and interpersonal relationships. Students are exposed to career options with an introduction to job search skills. Students will begin work on pre-employment skills.

927 pre-vocational ii

1 credit

Open to: 2nd year O.D.P. students
Prerequisite: Pre-vocational I
Scheduled: two terms

The second year study will provide further exposure for students in occupational areas. Students may be given limited experience in various careers available in the community. A student may participate in a mini-work experience for an additional half credit. Students will work on pre-employment skills and some knowledge of taxes.

928 pre-vocational iii

1 credit

Open to: 3rd year o.d.p. students
Prerequisite: Pre-vocational I and II
Scheduled: two terms

The third year program is designed to prepare students for job placement in the fourth year. Areas of study will include: choosing an occupation, finding a job, keeping a job and management of work and adult responsibilities

929 pre-vocational iv

1 credit

Open to : 4th year O.D.P. students
Prerequisite: Pre-vocational I, II, III
Scheduled: two terms

The fourth year will be a continuation of the previous study. It will be supplemented by on-the-job training placement.

933 horticulture

1/2 credit

Open to: grades 9-12
Prerequisite: none
Scheduled: one term

This is a orientation to basic horticulture with an emphasis on: plant reproduction, planting, maintenance, cultivation, and transplantation. Students will participate in yard care, landscaping, and gardening.

934 community, apartment living

1/2 to 11/2 credits

Open to: grades 9-12
prerequisite: none
schedule: one term, 2-3 periods

This course is designed to provide systematic instruction to students in the community. Students will learn to set up and maintain an apartment, to use the post office, stores, laundromat, bank, and other community sites in the hopes that they will become more self-sufficient members of their communities.

935 Civics

1/2 credit

Open to: grades 9-12
Prerequisite: none
Schedule: one term

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

939 Health career Awareness

1/2 credit

Open to: grade 10-12 O.D.P students
Prerequisite: none
Scheduled: one term

This class is designed to give O.D.P. students exposure to careers in health care. Students would be instructed in basic First Aid, medical equipment and the vocabulary necessary for occupations in the health field.

943 home maintenance i

1 credit

Open to: grades 9-12
Prerequisite: none
Scheduled: one term, 2 period

This is a modified comprehensive course that will include units in home safety, awareness and minor home repairs, such as: electrical, plumbing, painting, wall repair and general carpentry. The student will gain additional knowledge through on-site experiences in the community.

944 home maintenance ii

1 credit

Open to: grades 9-12
Prerequisite: Home Maintenance I
Scheduled: one term, 2 periods

This is a modified comprehensive course that will include units in construction project furniture repair and recommendation, and on-site community based projects.

945 health issues involving teens

1/2 credit

Open to: grades 9-12
Prerequisites: teacher recommendations
Scheduled: one term

This course is designed to give O.D.P. students a more in-depth look at issues facing teens today and making rational, informed decisions.

occupational Development program con't

947 driver ed

1/2 credit

Open to: grades 10-12

Prerequisite: none

Scheduled: one term

This course is designed to prepare students to pass the state learner's permit exam.

Students must pass their permit exam to get credit.

948 family and consumer sciences i

1 credit

Open to: all O.D.P. students

Prerequisite: none

Scheduled: one term, 2 periods

This course is designed to provide students with the opportunity to plan and prepare various foods, with an emphasis on basic nutrition and working cooperatively with peers.

949 FAMILY & CONSUMER sciences ii

1 credit

Open to: grades 10-12

Prerequisites: Family & Consumer I

Scheduled: one term 2 periods

This course is designed for students to develop necessary skills for independent living. Students will have the opportunity to plan meals, prepare foods and maintain a kitchen. Students will be instructed in budget management. Students may also learn hand sewing and basic mending.

953 on the job training

1 credit

Open to: 3rd year students

Prerequisite: Pre Voc I and II

Scheduled: approximately 7 hours a week

This program provides a supervised work-training experience chosen by the student or program coordinator. Emphasis is placed on the development of appropriate work attitudes. Students will learn banking and be required to save 35% of each paycheck.

954 on the job training

1 to 11/2 credits

Open to: 4th year students

Prerequisites: Pre-Voc I and II

Scheduled: approximately 10 hours a week

This program provides a supervised work-training experience at a place of employment in the student's community. The direction of this course is the development of entry level job skills necessary for employment upon graduation.

956 health

1/2 credit

Open to: grades 9-12

Prerequisites: none

Scheduled: one term

This course is designed to give O.D.P. students basic instruction in the following areas: hygiene, health, function and care of the human body, drug and alcohol, sex education and first aid.

958 social skills

1/2 credit

Open to: grades 9-12

Prerequisites: none

Scheduled: one term

Students will develop appropriate problem solving techniques. The students will be given various situations and role-play opportunities to work on the skills needed to relate effectively with peers and authority figures. This will also include interacting appropriately in community settings and work cooperatively in a group.

978 Ind. Study

1/2 credit

Open to: grades 9-12

Prerequisites: none

Scheduled: one term

This course provides an opportunity to work on an individualized basis with an instructor in an area not covered in the scheduled classes.

979 MUSIC APPRECIATION

1/2 credit

Open to: grade 9-12

Prerequisites: none

Scheduled: one term

This is an introductory course that is designed to present students with an awareness of the history, genre, and theory

of western music. Students will participate in activities that reinforce and understanding of composition, voice and instrumental music in a variety of styles. Students will have the opportunity to compose simple melodies as well.

8th grade program

The Occupational Development Program offers course work in basic academic skills for students who are of high school age but have not completed the 8th grade in their home school. These students meet the same academic criteria as students entering the secondary level program. Students will not be receiving high school credit for these courses.

964 Basic english skills

No credit

Open to: grade 8

Prerequisites: permission of programs coordinator

Scheduled: all year

This course is designed to give O.D.P. students an individualized program in basic English skills such as: reading, writing, speaking and listening. This will assist the student in transitioning to the high school level program the following year.

965 Basic Math skills

No credit

Open to: grade 8

Prerequisites: permission of programs coordinator

Scheduled: all year

This course is designed to give O.D.P. students an individualized program in basic math skills such as: adding/subtracting whole numbers, telling time, measurement and money skills. This will assist the student in transitioning to the high school level program the following year.

966 Career awareness/ life skills course

No credit

Open to: grade 8

Prerequisites: permission of programs coordinator

Scheduled: all year

This course is designed to give O.D.P. students in a individualized program. The focus will be on the following areas: citizenship, personal development, self-esteem, social skills training, conflict, and handling emergencies.

Criminal Justice Academy I & II

Year One

776 Criminal Justice Academy Year One

3-4 elective credits

Open to: Grade 11

Prerequisite: Concurrent enrollment in Criminal Justice Advisory Study

Scheduled: Full year, 3 hours per day

This half day program is designed to prepare students for studies and careers within the criminal justice system. Students in the Criminal Justice Academy are required to take the Law Enforcement course offered through the River Valley Technical Center and the Criminal Justice Common Period offered through Springfield High School.

The following courses are options that are strongly recommended for all students enrolled in the first year of the Criminal Justice Academy:

- American Literature
- Criminal Justice Math I
- Integrated Science III
- US History

Criminal Justice Advisory Study

1 credit

Open to: Grade 11

Prerequisites: Criminal Justice Academy (concurrent)

Scheduled: All year

The Advisory Study is intended to be a common time for students to gather with subject area teachers who will provide instruction in academic areas relating to the Criminal Justice Academy. Students will meet with an instructor in science, math, social studies and English throughout the week to enhance their understanding of the criminal justice field.

134 American Literature (CP)

1 credit

Open to: Grade 11

Prerequisites: Freshman and Sophomore English

Scheduled: All year

This junior-level English class will offer the same skills that American Literature provides, but with an emphasis on the roots of criminal justice in the United States. The course will introduce students to such early American movements as Puritanism, transcendentalism, and the emerging American identity, but will also look at the development of criminal justice in our country. This course is the first-year English offering of the Criminal Justice Academy.

393 Criminal Justice Math I (CP)

1 credit

Open to: Grade 11 students enrolled in the Criminal Justice Academy

Prerequisites: Integrated Math I or Algebra and Geometry

Scheduled: All year

This course encompasses four strands of Mathematics as sense-making through investigations of real life contexts. Algebra, Geometry, and Trig, Probability and Statistics, and Discrete Math are developed using an active learning format. The ideal candidate will have successfully completed two years of math. This course will develop a rich understanding of mathematics as it applies to the law and fulfills the prerequisite for AP Statistics at SHS. Students with different Math experience may request substitute enrollment in other SHS math courses.

438a integrated science iii (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 2 credits in science

Scheduled: one term each

This course has a major concentration on chemical sciences. Topics covered include the periodic table, acid/base relationships, gas laws, and chemical reactivity. This is the first-year science offering of the Criminal Justice Academy.

438B integrated science iii (CP)

1/2 credit

Open to: grades 11 and 12

Prerequisite: 2 credits in science

Scheduled: one term each

This course has a major concentration on physics. Topics covered include electricity, magnetism, electrostatics, the electromagnetic spectrum and power generation. This is the first-year science offering of the Criminal Justice Academy.

524 US History (CP)

1 credit

Open to: Grade 11

Prerequisite: Civ/World Geo, West Civ

Scheduled: two terms

This course is required of 11th graders to fulfill a state and school requirement for graduation. The course pursues a number of appropriate topics of study to enhance on student's broad understanding of our American heritage and history. This course is divided into two components. This course examines the Colonial Era to the rise of sectionalism and the birth of the Republican Party. In this first component there will be an emphasis on English law, Constitutional laws and historical Supreme Court decisions. Also, students will study the impact and the formation of the early justice systems in American history. The second component includes the Civil War and Reconstruction, the rise of industrialism, and a survey of major wars, controversies, and crises, which continue to shape twentieth century American history. Included in the second component will be an emphasis on the Vermont Constitution, historical crimes, and the justice system. Students will survey the juvenile court system in American history and the changes in the US Congressional laws and landmark Supreme Court cases. Students will conduct research, and present written and oral projects to demonstrate learning from historical primary resources from the time periods mentioned in both of the components.

Year Two

776A Criminal Justice Academy Year Two

*Embedded Social Studies**, 2-3 elective credits

To be held at Springfield High School and the River Valley Technical Center

Open to: Grade 12

Prerequisite: *Grade of 70 or better or permission of teaching team. Completion or concurrent enrollment in a fourth science credit.*

Scheduled: *Full year, Full day*

This full-day program is designed to prepare students in further study and careers within the criminal justice system. Lessons learned in Year One of the Criminal Justice Academy will be built-on in Year Two courses. Through practical applications, classroom learning and technology, students learn what it takes to become involved in the criminal justice field. Upon completion, students will be prepared to enter a post-secondary criminal justice program.

Academic classes include Criminal Justice Math II, Forensic Science, Literature, Life and the Individual, Sociology and Psychology.

164 Literature, Life, and the individual (CP) (CJ)

1 credit

Open to: *grade 12*

Prerequisites: *freshman, sophomore, and American Literature*

Scheduled: *two terms*

This senior-level English class offers the same curriculum and activities as Literature, Life, and the Individual, but with an emphasis on the decision-making, interpersonal, and communication (reading, writing, speaking, listening) skills used by criminal justice professionals. This course is the second-year English offering of the Criminal Justice Academy.

394 Criminal Justice Math II (CP)

1 credit

Open to: *Grade 12 students enrolled in the Criminal Justice Academy*

Prerequisites: *Integrated Math I or Algebra and Geometry and Criminal Justice Math I*

Scheduled: *All year*

Study of general properties that apply to all kinds of functions will be pursued graphically, algebraically, numerically and verbally. A review of triangle trigonometry will lead into properties and graphs of circular functions and identities. An Introduction to sequences, probability and statistics will conclude this course.

436 forensic science (CP)

1/2 credit

Open to: *grades 12*

Prerequisite: *3 credits in science*

Scheduled: *one term*

This course is designed to introduce and build upon science concepts used in forensic science. Topics include but are not limited to deductive reasoning, observing, remembering, collecting evidence, analysis of hair, fibers, fluids, fingerprints, DNA and footprints. Students will participate daily using scientific concepts and problem solving to present possible solutions to class mysteries. A heavy emphasis will be placed upon problem solving skills, use of scientific reasoning and class activities.

544 psychology (CP)

1/2 credit

Open to: *grades 12*

Prerequisite: *none*

Scheduled: *one term*

Psychology is a one-term, half-credit course for juniors and seniors. This course introduces students to the history of the discipline, the role played by physiological factors in the development of personality, normal and abnormal manifestations of human behavior, methods of assessment and treatment, the role of research, and the complex interaction of personality and social-cultural factors.

538 sociology (CP)

1/2 credit

Open to: *grades and 12*

Prerequisite: *none*

Scheduled: *one term*

This course deals with the study of group behavior focusing on the structure of society and the social relations of people. Students will gain a better understanding of themselves and the world in which they live as a result of examining culture, socialization, groups, suicide, the family, child abuse, and criminal behavior.

605 Intro to Culinary Arts

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period (Winter and Spring only)*

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

605A Intro to Baking and Pastry

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period (Winter and Spring only)*

Introduction to Baking and Pastry gives students a sampling to many aspects of the baking profession. Students will be introduced to the various career opportunities as they learn basic baking skills. Instruction will focus around the fundamentals of baking to include cookies, breads, pies and pastries.

610 Career Success – Work Readiness Training and Certification

1/4 credit

Open to: *Grades 9 -12*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

Career Success introduces students to a wide variety of career development activities and work readiness training. The course focuses on the **8 core workplace competencies** that are embedded in the Vermont Frameworks and that employers look for most often when hiring new employees. These workplace competencies include:

- Communication
- Critical Thinking and Problem Solving
- Leadership, Management and Teamwork
- Business Organizations and Economics
- Ethics and Legal Responsibilities
- Safety, Health and the Environment
- Employability and Career Development

Students will be engaged in hands-on activities that will help guide their future career decisions while preparing them for any workplace environment. Students will have the opportunity to earn an Industry Recognized Credential (IRC) in *Workplace Readiness* at the conclusion of this certification course. A fee of \$27.50 will be charged to any student who chooses to take the NOCTI (National Occupational Competency Testing Institute) certification exam at the conclusion of the course. The exam and fee are optional.

635A Intro to Travel and Tourism

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

The hospitality industry is made up of hotel and lodging, restaurants, amusement and recreation services, and transportation. Career opportunities within the tourism industry are endless. Some of the opportunities students will explore will be in hotels, inns, conference centers, summer and winter resort management,

special events, cruise ships, marketing and sales, human resources, accounting and travel agencies. The Hospitality Career Pathway prepares students for rewarding careers in hospitality, lodging, events and retail.⁹ Students looking for employment in a rewarding, fulfilling career will receive good experience in this program.

638A Intro to School Store Operations

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

Learn what it takes to operate the Campus Connection! Become employees of the Campus Connection and participate in all aspects of running the school store during third period. Topics to be explored will include entrepreneurship, customer service, marketing, merchandising, cash handling, management, inventory control, purchasing, and security. You will also have the opportunity to explore the various careers that are available in the field of business.

724 Intro to Carpentry

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period (Fall or Spring only)*

This class offers students the opportunity to learn and explore potential careers in Carpentry through hands on projects like doghouses. Construction skills will be developed. Students will develop a foundation of skills such as power tool use and safety, framing, and simple construction.

724A Intro to Industrial Trades

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period (Fall or Spring only)*

This class offers students the opportunity to learn and explore potential careers in Industrial Trades through hands-on learning. Construction skills will be explored in the trade areas of welding, electrical, and plumbing with related safety in each unit. Students will develop an understanding of the skills required, which will enable them to make informed career decisions as they relate to the Construction industry.

725 Intro to Human Services

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

This course is a basic introduction to the field of Human Services and related careers. Students will gain essential knowledge for these careers in areas such as communication, ethics, Infant and Child CPR, and human development. Students will participate in hands-on activities in the adjoining child care center.

735 Intro to Engineering

1/4 credit

Designed for: *Grades 9 -12*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

This class offers students the opportunity to explore a variety of engineering careers, including mechanical and architectural engineering. Learn to design and draw on state of the art computers using state of the art software. Design and develop a complete set of plans of your dream house. Design, program, and build a robot to perform specific tasks. You will work both individually as well as in teams to solve a variety of real life engineering problems. This is a hands-on course.

736 Digital Electronics

1 credit

Designed for: *Grades 9 - 12*

Prerequisite: *Algebra I or concurrent enrollment*

Scheduled: *Two trimesters, one period*

This course offers the opportunity for three Rochester Institute of Technology undergraduate credits for those students who complete the course with a 85% or better AND pass an RIT sanctioned Final Exam.

Digital Electronics is a course of study in applied digital logic that involves the application of electronic circuits and devices in a variety of practical and theoretical scenarios. Such circuits are founded in watches, calculators, video games, computers, etc. Students use computer simulation software to design and test digital circuitry prior to the actual construction of circuits and devices. The Design Development process is an integral theme that is woven throughout this curriculum. The electronic foundations of Robotics will also be emphasized in this course. The use of digital circuitry is present in virtually all aspects of our lives and its use is increasing rapidly. This course is an important part of the sequence of study for a student exploring a career in engineering or engineering technology.



744 Intro to Precision Metal Working

1/4 credit

Designed for: *Grades 9 & 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

Introduction to metal working gives students a sampling to many aspects of professional metal working. Students will be introduced to a wide variety of metal working fields and skills. Lab instruction will be tailored to the individual's interests, but mostly precision metal working. Some of the subjects covered include, traditional metal working, hand engraving, metal smithing, and jewelry making.

764 Intro to Design & VISUAL COMMUNICATION

1/4 credit

Designed for: *Grades 9 and 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

Discover the world of graphics including professional drawing, image editing and page layout software by Adobe. This class is all about hands on learning. Each student will create and print personal designs. You will learn what you need to pursue a career in one of these fast growing fields: Animator, Cartoonist, Interior Designer, Graphic Designer and Illustrator, Photography, Film and Fashion Designer to name a few. The 2005 average hourly wage for an Animator is \$21.63 an hour. Begin today. Have fun, be creative and constantly challenged to learn new high tech skills.

775 Intro to Public Safety

1/4 credit

Designed for: *Grade 10*

Prerequisite: *None*

Scheduled: *Six weeks, one period*

Intro to Public Safety is designed for those students who are interested in learning more about the field of public and protective services; police officer, dispatcher, fire fighter, EMT, military service. Students will be exposed to a variety of topics in the areas of Fire Science, Emergency Medical Services and Law Enforcement. Guest speakers, classroom activities, practical exercises and research will be included in this survey program.

784 Introduction to PC Maintenance and Support / Networking

1/4 credit

Designed for: *Grades 9 and 10*
Prerequisite: *Keyboarding skills*
Scheduled: *Six weeks, one period*

This introductory course is an opportunity for students in the 9th or 10th grade to explore the core concepts of both the PC Repair and Support and Computer Networking. Time will be equally divided between the two. Students will be introduced to computer hardware and software components which make up a computer system. They will have an opportunity to work “hands on” in a lab environment; open a computer and explore components. Students will explore network equipment and be introduced to the fundamentals of networking technology. The Information Technology labs are equipped with personal computers running Windows applications. Prior computer knowledge not necessary, but come with a desire to learn.

784A Introduction to Computer Programming

1/4 credit

Designed for: *Grades 9 and 10*
Prerequisite: *None*
Scheduled: *Six weeks, one period*

Students who take this class will learn basic programming concepts. Over the course of the six weeks students will create a complete computer game. Previous classes have created Pac Man in Quick Basic, and learned to guide astronauts and machines to perform complicated tasks in CeeBot. Prior computer knowledge not necessary, but come with a desire to learn.

784B Intro to Website Design

1/4 credit

Designed for: *Grades 9 and 10*
Prerequisite: *None*
Scheduled: *Six weeks, one period*

In this class students will spend time browsing web pages and discussing what makes a good website. They will create a complete website of their own design and post it on the Internet. Their web site can include text, images, sound, and interactive effects such as a guestbook. Students will also create short interactive Flash animations to be included on their websites. Prior computer knowledge not necessary, but come with a desire to learn.

795 Intro to Horticulture and Natural Resources

1/4 credit

Designed for: *Grades 9 and 10*
Prerequisite: *None*
Scheduled: *Six weeks, one period (Fall or Spring only)*

This six week class offers students the opportunity to learn and explore potential careers in Horticulture and Natural Resources through hands-on, practical learning. Arboriculture, landscaping, floriculture, outdoor recreation and forestry practices are introduced throughout the term. Students spend 75% of their time involved in activities that utilize the Center’s wood lot and nursery. Each student is introduced to FFA leadership skills and is encouraged to participate in the local, State, and regional activities.



Dear Students and Parents,

The information enclosed in this booklet is a window of opportunity for those who choose to take advantage of all the River Valley Technical Center has to offer. We offer the opportunity for high school students and adults to learn through a variety of practical experiences. Technical education has grown in response to the tremendous need for skilled individuals in the workplace. No longer can one enter the work force with limited skills. Today, we must be able to utilize technology, solve problems and work in teams. The River Valley Technical Center offers the chance to learn these skills and move toward lifelong learning opportunities.

Many of our programs offer college credit and/or advanced placement, industry skill certificates, and opportunities for numerous leadership opportunities. We hope you will take advantage of these and all that the technical center has to offer.

This booklet provides a brief description of our current regular programming. We are constantly developing new, innovative, and specialized programs of study and we encourage you to contact us to receive a personal tour or meeting.

We invite you to visit the River Valley Technical Center and discover what technical education can do for you!

Sincerely,

The Staff, River Valley Technical Center

ADMINISTRATION AND FACULTY LIST

Linda Aitken

Health Career Academy
A.S. St. Josephs College
M.Ed. Cambridge College

Gretchen Austin-Ward

Secretary to the Assistant Director
A.A. Vermont College

Elizabeth Barrett

Graphic Technologies
A.S. Green Mountain College
Johnson State College

Bob Bickford

Director
B.S. University of Maine at Orono
M. Ed. Keene State College

Brenda Blodgett, CEOE

Secretary to the Director
A.S. University of Vermont

Scott Boucher

Adult Education Secretary

Morgan Brown

Pre-Technical Studies
B.A. Castleton State College

Bettyann Casella

Instructional Assist – Dist Ed
B.S. Johnson State College
MAT Marlboro College

Coralee Choiniere

Registrar

Melissa Connor

Business Management
B.S. Castleton State College

David Culver

Engineering Technology
B.S. State University College at
Oswego

Kimberly Dignan

Travel and Tourism
A.S. Hotel and Restaurant Manage-
ment
Massasoitt College

Scott D. Farr

Assistant Director
B. S. Lyndon State College
M. S. Minot State University
C.A.G.S. St. Michael's College

Gail Fletcher

Technology Essentials
Hands On Computer Systems
B.A. Keene State College
M.A. Marlboro College

Jennifer Fribush

Computer Programming
Website Design
B.S. University of Vermont
M.S. Marlboro College

Richard Fuller

Industrial Trades
(Electrical, Plumbing and Welding)
A.A.S. University of New Hampshire
Certification NCCER

Christopher Gray

Cooperative Education
A.S. and B.S. Keene State College
M.A. Norwich University

David Groenewold

Culinary Arts
Culinary Institute of America
Industry Council of Greater Cincinnati
Certifications: Garde Manger,
Culinary Theory, and Classical Pastry

John Harmer

Agricultural Education
Stockbridge School of Agriculture
A.S., B.S. University of Massachu-
setts

Kenneth M. Hart, Jr.

Systems Administrator
A.S.C.S. Hesser College at Manches-
ter
Certification, Comptia A+
Certification, Comptia Network+

Erin M. Hunter

Carpentry
B.S. Vermont College of Union
Institute

Stephen Karaffa

Criminal Justice Academy
Emergency & Fire Mgmt
Suny Cobleskill
Kingston Police Acad MPTC Cert
Police Officer
Vermont Police Acad VCJTC Cert
Police Officer
Rockland County Police Acad MPTC
Cert Police Supervisor

Courtney Lihatsh

Human Services
B.S. Skidmore College

Roger McNamara

Guidance Coordinator
B.S. Northeastern University
M. Ed. Antioch NE

David Philippe

Manufacturing / Engineering
Journeyman Tool & Moldmaker

Laura Reed

Applied Math
B.S. Judson College
M. Ed. Keene State College

Jeff Renard

Distance Learning Coordinator /
Electronics: Audio Engineering
B.A. Burlington College
A.A.S. Community College of the Air
Force

Kelly Ryan

Guidance Counselor & Spec Needs
B.A. Suny at Potsdam
M. Ed. Suny at Plattsburgh

Casey Spindler

Special Needs Instructor
B.S. Johnson State College

Lori Twombly

Paraeducator: Pre-Technical Studies
A.S. Community College of Vermont

Donna Vargas

Culinary Arts
UVM Professional Program Culinary
Arts

RVTC PROGRAM SUMMARY

PROGRAM	COLLEGE CREDIT	EMBEDDED CREDIT	CREDENTIAL
<i>Student must master 90% of the program competencies to earn the embedded credit.</i>			
<u>AP Computer Programming</u>		<u>1 Math (2 Yr Prog)</u>	<u>AP Testing</u>
<u>Business Management</u>	<u>CCV</u>	<u>English , Math (2 Yr Prog)</u>	<u>Brainbench, NEFE</u>
<u>Financial Accounting for Seniors</u>		<u>none</u>	<u>Brainbench, NEFE</u>
<u>Carpentry</u>		<u>1 Math (2 Yr Prog)</u>	<u>NCCER</u>
<u>Senior Carpentry</u>		<u>1 Math, & 1 integrated</u>	
		<u>English(1 Yr, full day)</u>	
<u>Criminal Justice Academy</u>	<u>CCV</u>	<u>Social Studies, (2 Yr Prog)</u>	<u>NCCER</u>
<u>Law Enforcement</u>	<u>CCV</u>	<u>1 Social Studies (2 Yr Prog)</u>	<u>YBB, FEMA , Amer Red Cross</u>
<u>Culinary Arts</u>	<u>NECI, Paul Smith's College</u>	<u>1 Math (2 Yr Prog)</u>	<u>VBB, FEMA, Amer Red Cross</u>
<u>Electronics: Audio Engineering</u>	<u>NESCom</u>	<u>1 Science (2 Yr Prog)</u>	<u>Springer/Miller, Pro Start</u>
<u>Emergency & Fire Mgmt</u>		<u>1 Science (2 Yr Prog)</u>	<u>CFOT, CET, MECP</u>
<u>Engineering Technology</u>	<u>RIT</u>	<u>1 Math (2 Yr Prog)</u>	<u>First Responder</u>
<u>Graphic Technologies</u>	<u>Lyndon State College</u>	<u>1 Math (2 Yr Prog)</u>	<u>ADDA, ASME</u>
<u>Hands On Computer Systems</u>	<u>CCV</u>	<u>1 Math (1 Yr Prog)</u>	<u>GATF, Adobe CIB</u>
<u>Health Career Academy</u>			<u>Comptia A+</u>
<u>at Green Mtn. Union High School</u>	<u>CCV, NHCTC, VTC</u>	<u>1 Science (2 Yr Prog)</u>	
		<u>& Integrated Academics</u>	<u>LNA</u>
<u>Horticulture & Natural Res</u>		<u>1 Science (2 Yr Prog)</u>	<u>GOL, EPA Worker, PEST App</u>
<u>Human Services</u>	<u>CCV</u>	<u>1 Social Studies (2 Yr Prog)</u>	<u>Amer Red Cross, CPA</u>
<u>Industrial Trades</u>		<u>1 Math (2 Yr Prog)</u>	<u>NCCER</u>
<u>Manufacturing</u>	<u>RIT</u>	<u>1 Math (2 Yr Prog)</u>	<u>NIMS</u>
<u>Pre Technical Studies</u>		<u>1 Math, 1 English, (1 Yr Prog)</u>	
<u>Principles of Engineering</u>	<u>RIT</u>	<u>1 Math (2 Yr Prog)</u>	
<u>Tourism & Lodging Management</u>	<u>JSC, Paul Smith's, ICHM</u>	<u>1 Math (2 Yr Prog)</u>	<u>Springflier/Miller, AHLA</u>
<u>Website Design</u>	<u>CCV</u>	<u>1 Science (1 Yr Prog)</u>	<u>WOW</u>

Articulation Key: JSC = Johnson State College, VTC = Vermont Technical College, CCV = Community College of Vermont, ICHM = International College of Hospitality Management Cesar Ritz, NECI = New England Culinary Institute, NESCom = New England School of Communications, NHCTC = New Hampshire Community Technical College, RIT = Rochester Institute of Technology

* For detailed information regarding articulated college credit, please contact the RVTC Guidance Office at 802-885-8305.

College Credit Articulation Agreements

The River Valley Technical Center has established several articulation agreements with colleges. The agreements provide students, teachers, guidance counselors, and parents a clear path from the 11th grade in high school to completing an associate's degree in college. These agreements also assure that: students graduating from high school have both the academic and technical skills to succeed at the college level; students will have some type of advance standing with the correct college program; students will receive college academic and financial counseling.

Embedded Academic Credit

Completing a technical program may satisfy academic graduation requirements. A student interested in receiving academic credit must *successfully** complete the program. Students who *successfully* * complete the technical program will be eligible for academic credit as outlined on the table on page 6.

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

Credentials

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

Costs

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

777 Pre Tech

1 English, 1 Math, 1-2 elective credits

Open to: Grades 9 & 10

Prerequisite: Counselor

Recommendation

Scheduled: Full Year, 2 hours per day

The Pre-Technical Studies program is an exploratory opportunity for freshman and sophomores. Over the course of the school year, students participate in all technical programs at the Center. Students study in a 10-day cycle: 2 days in technical programs and 8 days in the classroom focusing on the related English and Mathematics skills. Students will begin to identify personal strengths and interests related to career choices and related studies. Students successfully completing the Pre Tech program will be eligible for one credit of Applied Math, one credit of Applied Communications, and one or more technical credits.

Guidance Services

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

School and Work Based Learning Opportunities

OVERVIEW

- Cooperative Work Placements
- Work Readiness Training and Certification
- Apprenticeship
- Job Shadows and Field Trips
- Career Work Experience (CWE0)

799 Job Shadow/Career Work Experience (CWE)

Learning opportunity only, no credit- Maximum of 30 hrs.

Open to: Grades 9 - 12

Prerequisite: Instructor Recommendation

Scheduled: Varies

Students are able to sample a variety of jobs within a career field. This non-paid experience allows the student the opportunity to **observe and participate** in a chosen field, under the direct supervision of a worksite mentor. CWE's are often the first step in establishing a formal Cooperative Education Placement agreement.

Cooperative Work Placement

Prerequisites

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

A maximum of 3 elective credits may be earned per school year.

Open to: Grades 10 - 12

Prerequisite: Enrollment in a Technical Program Completion of required pre-employment competencies

Instructor Recommendation

Reliable

Transportation

Scheduled:

Varies

Students are able to take what they have learned in class and apply it firsthand in a **paid** work experience as well as earn credit toward graduation requirements.

Students combine school and work based learning in a specific career field. This program is generally one to two years in length and is designed to lead directly into a related post-secondary program, entry level job or a registered apprenticeship. Credit towards graduation as well as post-secondary credit may be earned. Documented work hours are transferable toward completion of any related Vermont Registered Apprenticeship. Students must remain enrolled in a technical program to earn Cooperative Education credit.

Agriculture, Food & Natural Resources Ca- reer Cluster

Horticulture and Natural Resources

Overview

- Urban Forestry
- Landscape/Nursery Management
- Greenhouse Management
- Woodlot Management Practices
- FFA Leadership

Career Opportunities

- Urban Tree Management
- Landscape Construction
- Nursery Management
- Greenhouse Production

College Credit Opportunity

- Not at this time

Credential

- Chain Saw Safety and Operation - Game of Logging
- EPA Worker Protection Standard - Handler Training
- Pesticide Applicator Core Exam

Students may need to incur a fee for credentialing credit - contact the RVTC Guidance Office at 802-885-8305 for more details.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

796 Horticulture and Natural Resources I

3-4 elective credits

Open to: *Grades 11 and 12 (10 with permission)*

Prerequisite: *None*

Scheduled: *Full year, 2 hours per day*

Students spend the entire school year learning the skills needed to gain entry level positions in numerous horticulture and natural resource businesses, ranging from nursery and greenhouse production to urban forestry to landscaping operations. Students are first introduced to skills on the thirty-acre land lab at the Center. Students are taught technical skills and are introduced to the employability skills most desired by business and industry. Students are involved in the FFA chapter and are encouraged to develop a Supervised Agricultural Experience project that applies or enhances classroom learning.

797 Horticulture and Natural Resources II

1 embedded Science, 2-3 elective credits*

Open to: *Grades 11 and 12*

Prerequisite: *Grade of 70 or better in Hort.*

and Natural Resources I or written instructor permission

Scheduled: *Full year, 2 hours per day*

Students spend the entire year applying the skills learned in Level I to real world situations. Working closely with local and regional business and industry, students are involved in several community projects ranging from landscape plantings to tree care operations to conservation practices. Students are assessed on the quality and quantity of the projects they complete, employability skills, involvement in the FFA, and Supervised Agricultural Experience Program.

Architecture and Construction Career Cluster

Carpentry

Overview

- Building design and assembly

Career Opportunities

- Design-Build Construction
- Construction Management
- Carpenter

College Credit Opportunity

- Not at this time

Credential

- National Center for Construction Education and Research

Students may need to incur a fee for credentialing credit - contact the RVTC guidance office at 802-885-8305 for more details

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and be recommended for the Applied Geometry credit.*

754 Carpentry I

3-4 elective credits

Open to: *Grades 11 & 12*
Prerequisite: *Algebra I or concurrent enrollment or written instructor permission*
Scheduled: *Full year, 2 hours per day*

This program provides students the opportunity to gain skills and explore potential careers in Carpentry. Carpentry and other construction skills will be developed through the building of sheds and the start of the second year house project. Students will be involved in the theory and practice of construction as a profession. Construction projects will be the focus of applied learning through hands on experiential learning. Each student will develop leadership skills through the local Skills USA Chapter and will be encouraged to participate in local, State, regional and national activities.

755 Carpentry II

1 embedded Math, 3-4 elective credits*

Open to: *Grade 12*
Prerequisite: *Grade of 70 or better in Carpentry I or written instructor permission*
Scheduled: *Full year, 2 hours per day*

This program provides students the opportunity to gain advanced skills and careers in Carpentry. Carpentry and other construction skills will be refined through the building of a house. The student will be allowed to focus in an area of choice. Construction projects, cooperative work placements and apprenticeships will be the focus of applied learning through a hands on approach. Each student will develop leadership skills through the local Skills USA Chapter and will participate in State and national activities.

754A Senior Carpentry

1 English, 1 emb Math, 4-5 electives*

Open to: *Grade 12*
Prerequisite: *Successful completion of Algebra I*
Scheduled: *Full year, 5 hours per day*

This full day program designed for students entering their senior year of high school provides students the opportunity to gain skills and explore potential careers in Carpentry. It covers the curriculum taught in levels I and II in just one year. Carpentry and other construction skills will be developed. Students will be involved in the theory and practice of construction as a profession. Construction projects will be the focus of applied learning through hands on experiential learning. Senior English will be included in the student's daily schedule. Each student will develop leadership skills through the local Skills USA Chapter and be encouraged to participate in State, and national activities.

Industrial Trades

Overview

- Electrical
- Plumbing
- Mechanical
- Welding

Career Opportunities

- Maintenance Technician
- Engineering (Electrical, Mechanical)
- Electrician
- Plumber
- Fabrication
- Welder
- General Property Manager
- Construction Supervisor

College Credit Opportunity

- Not at this time

Credential

- National Center for Construction Education and Research
- Qualified students may be eligible to enroll in the VTC Plumbing or Electrical State Apprenticeship Program.
- AWS Welding

Students may need to incur a fee for credentialing credit – contact the RVTC guidance office at 802-885-8305 for more details.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

747 Industrial Trades I

3-4 elective credits

Open to: *Grades 11 and 12*

Prerequisite: *Successful completion of Algebra 1*

Scheduled: *Full Year, 2 hours per day*

This program prepares students for a variety of trade areas. Students will have the opportunity to acquire industry-based skills in: Electrical, Plumbing, and Welding. Modules of instruction include Electrical Safety, Electrical Theory 1 and 2, Intro to the Plumbing Trades, Plumbing Tools, Copper Pipe and Fittings, Oxy-Fuel Cutting, and basic Welding techniques. Industry derived interactive CD ROM software enhances learning with the use of technology. These units are supported in the lab with on-site projects, student-derived projects, and industry supported projects. Instruction also includes a set of industry-based core skills common to all trade areas (Basic Safety, Construction Math, Hand and Power Tools, Reading Blueprints, and Basic Rigging Techniques). The curriculum used is recommended by the National Center for Construction Education and Research (NCCER National Industry Standard) guidelines for industry.

748 Industrial Trades II

1 embedded Math, 2-3 elective credits*

Open to: *Grades 11 and 12*

Prerequisite: *Grade of 70 or better in Industrial Trades I*

Scheduled: *Full Year, 2 Periods*

Progress in the program will increase students' knowledge within the class in Welding and possibly one other unit (Electrical or Plumbing), depending on the class' interest. Using previous knowledge from the Level I course, along with the desire to attain industry certification, he/she can gain a wealth of practical troubleshooting knowledge dealing with today's complex systems found in most construction / commercial applications, or, be well prepared to enter further educational training after high school. Students wishing to pursue a career in the Electrical or Plumbing trades may be eligible to enroll in the evening related apprenticeship classes and, if their schedule permits, (and instructor recommendation), may be able work in that related trade area through the Cooperative Education Program. Industry derived interactive CD ROM software enhances learning with the use of technology. Using a hands-on approach to a variety of performance-based projects, students will be prepared for cooperative work placements, apprenticeships, and leadership skills including participation in local, state, and national Skills-USA activities. Graduates may continue further educational opportunities to obtain industry certification (such as plumbing and electrical licenses or American Welding Society certification) within the Industrial Trades field, including two/ four-year college programs or apprenticeship training, or they may seek entry-level positions within the trade areas.

Arts, A/V Technology & Communications Career Cluster

Graphic Technologies

Overview

- GATF Imaging Skills Certificate Program
- Adobe Software C.I.B. Certificate Option

Career Opportunities

- Animation & Video Game Development
- Cartoonist
- Movie Theater Industry
- Photography and Film and Restoration
- Medical Illustrator
- Mural Artist
- Print Packaging
- Fashion and Textile Designer
- Entertainment Careers
- Graphic and Multimedia Designer
- Web Designer

College Credit Opportunity

- Lyndon State College

Credential

- GATF Imaging Skills Certificate Program
- Adobe Software C.I.B. Certificate Program

There may be a fee associated with transcribed credit - contact the RVTC Guidance Office at 802-885-8305 for more details. Graduates of the Graphic Technologies Program at the River Valley Technical Center may be eligible for advanced standing at Lyndon State

College and the Community College of Vermont. In the spring of their senior year, students submit a portfolio representing their work in the graphics program. Portfolios are reviewed by a team of faculty and industry representatives, and up to 18 college credits may be awarded through additional course work at the Community College of Vermont. Students may earn up to 27 credits towards an associate or bachelor's degree in Graphic Design from Lyndon State College.

767 Graphic Technologies I 3-4 elective credits

Open to: Grades 10-12
Prerequisite: none
Scheduled: Full year, 2 hours per day

Begin a career in graphics and learn hands-on computer drawing, image editing, page layout and web page design software applications for the professional. Each student will produce an electronic portfolio to post on the Internet. You will become proficient in the use of design while creating a variety of original pieces for personal use, business and industry. You will explore digital photography and basic black and white 35mm skills. Students will navigate the history and current trends relating to the numerous printing processes while you explore the vast career possibilities. This class incorporates leadership and team building activities using many assessment and organizational strategies. Students are encouraged to work on actual community projects as well as projects for their home schools. The Graphic Arts Technical Foundation Imaging curriculum offers any student with a grade average of 80% throughout the two year program the opportunity to test for national certification in imaging skills. Each of the Adobe software programs offers optional certification possibilities.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

768 Graphic Technologies II

1 embedded Math*, 2-3 elective credits
Open to: Grades 11 and 12
Prerequisite: Grade 70 or better in Graphic Tech. I or written instructor permission
Scheduled: Full year, 2 hours per day

Level II graphic studies provides the student with opportunities to work on numerous live jobs in our in-house enterprise. Students interact with clients throughout the region to learn to manage, estimate, produce, impose and print a wide variety of products using digital, offset press and wide format output. Each individual may concentrate in a major area of focus while completing the GATF Imaging curriculum. Students focus on specific portfolio pieces that could possibly earn them college credits through our articulation agreement with Lyndon State College. Students learn how to take a publishing project from concept to completion and delivery. Students combine creative applied arts with technology and production techniques including web page posting. Emphasis is on creative thinking, advanced computer software and work performance. Many students choose a cooperative work experience, going to a work site, getting paid while still completing classroom assignments using BlackBoard (on-line course).

Business, Management & Administration Career Cluster

Business Management

Overview

- Managerial Skills and Activities
- Entrepreneurship
- Customer Service
- Marketing
- Recordkeeping & Accounting Skills

Career Opportunities

- Retail
- Banking Industry
- Personnel Management
- Small Business Ownership
- Recordkeeping & Accounting
- Marketing

College Credit Opportunity

- Community College of Vermont
- Vermont Technical College

Credentials

- Brainbench Business Fundamentals
- Brainbench Customer Assistance
- Brainbench Business Math
- National Retail Federation Customer Service

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

638 Business Management I

3-4 elective credits

Open To: *Grades 11 and 12 (10 with permission)*

Prerequisite: *Keyboarding Skills*

Scheduled: *Full Year, 2 hours per day*

Students in the Business Management I program study entrepreneurship and small business management. Students will focus their studies in the areas of business law, marketing, customer service, human resources, business ethics, and financial management. Each student in the program will create and present a comprehensive business plan at the end of the school year. All students enrolled in the Business Management program will participate in DECA (Distributive Education Clubs of America) and in the operation of the Campus Connection school store. Students may obtain national certifications in Business Fundamentals, Customer Assistance, and/or Retail Industry Knowledge.

639 Business Management II

1 emb English, 1 emb Math*, 1-2 elective*

Open To: *Grades 11 and 12*

Prerequisite: *Grade of 70 or better in Business*

Management I or written instructor permission

Scheduled: *Full Year, 2 hours per day*

Students will advance their business studies and explore the financial aspects of business. Students will learn proper accounting procedures for sole proprietorships, partnerships and corporations. In addition, students will study banking, the stock market, and the economic world we live in. Second year business students are responsible for the management and operation of the Campus Connection school store. As part of this responsibility, students will create an annual report for the Campus Connection that will be presented at the end of the school year. Students may obtain national certifications in Business Mathematics and/or Financial Planning.

639A Financial Accounting for Seniors

3-4 Elective Credits

Open To: *Grade 12 only*

Prerequisite: *none*

Scheduled: *Full Year, 2 hours per day*

Financial Accounting for Seniors will prepare students for entry level bookkeeping positions or for college level business programs. Transactions dealing with service and retail businesses will be covered. Students will learn about special journals, payroll, and other related business records and financial statements. Students will apply this knowledge in the Campus Connection school store where they will maintain all financial records for the business.

Health Science Career Cluster

Health Career Academy at Green Mountain Union High School

Overview

- Health Services Technical Education
- Emergency Medicine
- First Aid
- CPR
- Communications Skills
- Integrated Academic Classes
- Science
- Math
- Service Learning

Career Opportunities

- Physician Assistant
- Nursing
- Dentistry
- Physician
- Physical Therapist
- Occupational Therapist
- Licensed Nurse Assistant
- Veterinarian
- Radiology Technician
- Respiratory Therapist
- Opticianry Assistant
- Medical Assisting

College Credit Opportunity

- New Hampshire Community Technical College
- Community College of Vermont
- Vermont Technical College

Credential

- Licensed Nurse Assistant

Distance Delivery - not available

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

800 Health Career Academy - Year One

4 elective credits

To be held at Green Mountain Union High School, Chester, VT

Open to: Grades 11 & 12

*Prerequisite: Biology, Algebra I recommended
Student must have at least "Junior" standing at their home school*

Schedule options: The Health Career Academy is open to junior and senior high school students. Juniors may enroll for the full year Level I program and continue on to Level II as a half day senior. If space allows, seniors may enroll as a Level I/half day student. This program is held at Green Mountain Union High School and is designed to prepare students for success in further education in health care related programs and/or to provide the skills for

entry-level positions in health care. Academic subject classes including, math, science, language arts and social studies will be integrated as part of the full time Health Career Academy and will reflect the health careers theme. *Health Career Academy I* allows students, while still in high school, to determine if health care is the career they desire. Instruction includes ethics of health care, communications skills and hands-on training in patient care, advanced first aid and CPR. Year One includes the VT State Board of Registration approved Licensed Nurse Assistant (LNA) program. Successful completers will be prepared to sit for the LNA exam. Students will participate in various job shadowing and clinical rotation experiences in a variety of health care settings. See your counselor for credit information.

801 Health Career Academy - Year Two

1 embedded Science, 3 elective credits*

To be held at Green Mountain Union High School, Chester, VT

Open to: Grade 12

Prerequisite: Successful completion of Health Career Academy I

Scheduled: Full year, Half day

Students will continue their studies in the health career theme. Completers of the Health Career Academy will be better prepared for rigorous post-secondary programs in a wide range of health care fields. In *Health Career Academy II* students will participate in an intensive field work experience in a variety of areas. A senior seminar will focus on the development of workplace communication, organization and time management skills. Students will spend time researching college choices and completing applications. They will also be eligible for dual enrollment in college level courses held in the HCA classroom. Successful completers will be awarded fully transferable college credit in "Medical Terminology" and "Legal and Ethical Issues in Healthcare".

Hospitality and Tourism Career Cluster

This career cluster has two pathways:

1. **Culinary Arts**
2. **Tourism and Lodging Management**

Culinary Arts

Overview

- Food service industry
- Chefs, cooks, bakers
- Food service management

Career Opportunities

- Food and Beverage Manager
- Catering and Banquet Manager
- Executive Chef
- Restaurant Owner
- Maitre'd
- Pastry and Specialty Chef
- Personal Chef

College Credit Opportunity

- New England Culinary Institute (up to 18 credits)
- Paul Smith's College (up to 7 credits)

Credential

- Serve Safe
- Springer/Miller POS System
- Pro Start

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

758 Culinary Arts I

3-4 elective credits

Open to: *Grades 11 and 12 (10 with permission)*

Prerequisite: *None*

Scheduled: *Full year, 2 hours per day*

This program offers studies in Culinary Arts for students interested in preparing for careers in the food service industry. Students will develop practical skills in the commercial kitchen, bakeshop, and student-operated dining room, the River Valley Cafe. Instruction typically involves lectures, demonstrations, skill development and practical application, as students will rotate through these areas. Culinary arts students will be required to purchase their own chef coat and hat through the culinary program. Scholarships will be available for those students for whom this may be a financial concern.

759 Culinary Arts II

1 embedded Math*, 2-3 elective credits

Open to: *Grades 11 and 12*

Prerequisite: *Grade of 70 or better in Culinary arts I or written instructor permission*

Scheduled: *Full year, 2 hours per day*

Culinary Arts II is designed for the student who wants to continue preparing for a future in the food service industry as they continue to apply the practical skills and knowledge in the commercial kitchen, bakeshop, and student-operated dining room, the River Valley Cafe. Second year students have the opportunity to gain National Credentials through the Culinary Curriculum's ProStart and ServSafe both sponsored through the Vermont Lodging and Restaurant Association and the National Restaurant Association. Second year students will be encouraged to participate in a paid cooperative work experience, or training on the job that will fulfill the necessary hours for students to complete the Pro Start Certification. Please refer to the Cooperative Education Program description.

759A Culinary Arts Accelerated Tech Prep

High school credit varies see your counselor and the possibility of 18 credits from the New England Culinary Institute.

Open to: *Qualified Seniors*

Prerequisite: *Grade of 70 or better in*

Culinary arts I, a desire to continue culinary studies beyond high school, and an interview with New England Culinary Institute

Schedule: *Full year, 2 hours per day, occasional hours beyond the scheduled school day including multiple weekends, and possibly some classes scheduled over vacations.*

This program will be offered in collaboration with the New England Culinary Institute. Students will receive high school and college credits. Classes will be offered in the areas of Cooking Theory, Food Science, Food History Flavor and Culture, Communications, Product Identification, Storeroom Management, Baking and Professional Non-Commercial Cooking. This course of studies is designed to meet New England Culinary Institute's rigorous academic standards. To earn credits, students will be expected to meet the technical and general education standards as outlined in the New England Culinary Institute's Active Standards. The learning environment, activities and assignments in the technical classes will be designed to replicate the workplace environment students can expect in the industry. The program includes a work cooperative experience approved and evaluated by the New England Culinary Institute.

Credits earned will be transferable and will provide students the opportunity for advanced standing in the first year of the Associate's Degree in Culinary Arts. If students choose not to enroll, a transcript fee will be applied.

Currently this program operates under a Federal Carl T. Perkins Grant; presently the cost for students in this program is just over a thousand dollars. This covers books, knives, and uniforms for the first year of the program. Tuition is covered under the grant that is due to expire in June of 2005, at which time the cost will increase to over three thousand dollars unless we receive another grant which could lower the costs. RVTC and NECI are committed to making the program accessible; please contact us for any updated information.

Tourism and Lodging Management

Overview

- Lodging Operations
- Event Management
- Resort and Recreation Management
- Marketing and Sales
- Communication Skills and

Strategies

- Team Building and Leadership
- Customer Service

Career Opportunities *(not limited to)*

- Resort Hotels and Inns
- Conference Centers
- Restaurants
- Cruise Ships
- Travel Agencies
- Resort Management
- Wedding Planners
- Chamber of Commerce
- Marketing and Sales
- Human Resources

College Credit Opportunity

- Johnson State College
- College of International Hospitality Management
- Paul Smith's College

Credential

- Springer/Miller Resort Management System
- American Hotel and Lodging Assoc.

635 Tourism and Lodging Management I

3-4 Elective Credits

Open to: *Grades 11 and 12 (10 with permission)*

Prerequisite: *None*

Scheduled: *Full year, Two hours per day*

The Tourism and Lodging Management Program provides students with an overview of exciting careers in the hospitality industry. Students can pursue their interests through academic instruction, leadership projects, site visits and practical industry related experiences. This program introduces students to the technology present in today's lodging operations and travel agencies. Principles and techniques of personnel management, customer service training, marketing and business operations are some of the areas we will focus on. This program offers strong general business skills in addition to the travel and tourism component. Students will learn the necessary analytical and technical communication skills that are needed to succeed in the hospitality industry. Business confidentiality, etiquette, interviewing strategies, conflict resolution / mediation and conversational / speaking skills will be included. Creation of a hospitality business and accompanying business plan is required for this program.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

636 Tourism and Lodging Management II

1 Embedded Math, 2-3 Elective Credits*

Open to: *Grades 11 and 12 (10 with permission)*

Prerequisite: *Grade of 70 or better in Travel and Tourism I*

Scheduled: *Full year, Two hours per day*

Students will continue their studies of industry related technology, organizational dynamics, advertising, marketing, management, and communication strategies along with public relations, sales promotion, and service training programs. Projects may include, but are not limited to, club operation and organization, conference business, franchising, hospitality ethics and resort law. Students will be engaged in completion of a master travel itinerary, industry related placement, and identification and selection of an industry mentor.

Human Services Career Cluster

Human Services

Overview

- Early Childhood Services
- Special Populations Services
- Gerontology and Geriatric Services
- School Age Services
- Health Occupations Skills

Career Opportunities

- Early Childhood Education Professional
- Child Care Professional
- Instructional Paraeducator
- Nursing
- Teacher-Elementary

College Credit Opportunity

- CCV (up to 13 credits)

Credential

- Community CPR and First Aid

There may be a fee associated with transcribed credit - contact the RVTC Guidance Office at 802-885-8305 for more details.

Graduates of the Early Childhood Education Program at the River Valley Technical Center may be eligible for advanced standing at the Community College of Vermont. Students experience learning activities, curriculum, and evaluation processes that are equivalent to CCV courses. Through a scenario-based assessment process, students have the opportunity to practice, apply and demonstrate their learning and may earn up to 13 college credits towards an associate degree in Early Childhood Education. The credit may be also be used toward completion of the Childcare Development Associate (CDA) credential.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

765 Human Services I

3-4 elective credits

Open to: Grades 10-12
Prerequisite: None
Scheduled: Full year, 2 hours per day

The Human Services curriculum will provide the student with basic skills and knowledge needed to enter the human services system as a provider of services and/or care in the areas of early childhood, elementary education, gerontology, and special populations services. Classroom work will acquaint the student with professional and paraprofessional careers and occupations, interpersonal communication skills, ethics and legal issues, CPR and first aid skills, human development, and nutrition. In addition to academic work, students spend extensive time in supervised clinical settings in schools, nursing homes, and other community service agencies. FCCLA (Family, Career and Community Leaders of America) is the student leadership organization associated with the Human Services class. Students will participate in group activities designed to promote individual growth, professional development, and the development of leadership skills.

766 Human Services II - Early Childhood Education

1Emb. Social Studies*, 2-3 elective credits

Open to: Grades 11 and 12
Prerequisite: Grade of 70 or better in Human Services I or written instructor permission
Scheduled: Full year, 2 hours per day

Human Services II prepares students to concentrate in one or more of the following areas: Infant and Toddler Services, Preschool Services or School Age Services. In cooperation with Community College of Vermont, students are able to receive college level credit while participating in this program. Components of the program include an introduction to early childhood education and communication in the early childhood education workplace. Students will learn to observe children, understand child development at various ages, develop skills to create a safe and healthy environment, and guide children through various learning experiences. They spend extensive time placed in clinical situations working with professionals in their area of concentration. Cooperative Education placements and apprenticeships are also available to level II students. Other opportunities include building student leadership skills through FCCLA activities and recertification in Infant, Child and Adult CPR and First Aid.

Information Technology Career Cluster

Overview

- Technology Essentials
- Website Design
- Interactive Website Programming
- Computer Programming
- Hands On Computer Systems

Career Opportunities

- Network Administration
- Network Support
- Computer Repair and Maintenance
- Field Service Technician
- Computer Programming
- Website Programming

College Credit / Adv Placement

- CCV (up to 16 credits)
- Computer Science A and AB Exams

Certification

- CompTIA A+
- WOW Certified Web Designer Assoc.

There may be a fee associated with transcribed credit - contact the RVTC Guidance Office at 802-885-8305 for more details

Distance Delivery

- Computer Programming
- Website Design (pending)

Successful program completers of Website Design who pass a portfolio review may be eligible for three credits from Community College of Vermont in Website Design and Administration.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

786 AP Computer Programming A

3-4 elective credits

Open to: *Grades 11 and 12 (10 with permission)*

Prerequisite: *Keyboarding Skills; Algebra 1*

Scheduled: *Full year, 2 hours per day*

Students will complete a variety of programming projects, both individually and in groups. The programming language known as Java, which is widely used in industry today, will be our core language. We will have projects in several other languages, such as LISP and PHP, depending on student interest. Students will be programming in Windows and Unix environments. Some time will be spent researching related subjects on the web, and developing an individual research and programming project. This is a good class for students interested in continuing on to a Computer Science college degree or related career. Upon completion, students are encouraged to take the Advanced Placement Computer Science A or AB exam. Feel free to visit our class website at <http://my.kineticbrain.com>

786A AP Computer Programming AB

1 Embedded Math*, 2-3 elective credits

Open to: *Grades 11 and 12*

Prerequisite: *Grade of 70 or better in Computer Programming A or written instructor permission*

Scheduled: *Full year, 2 hours per day*

Students will begin the year with a programming project to review Java, and then continue by learning how to model complex data structures in Java, such as linked lists, binary trees, queues, stacks and hashes. We will have projects in several other languages, such as LISP and PHP, depending on student interest. Students will be programming in Windows and Unix environments. Some time will be spent researching related subjects on the web, and developing an individual research and programming project. This is a good class for students interested in continuing on to a Computer Science degree or related career. Upon completion, students are encouraged to take the Advanced Placement Computer Science AB exam. Visit our class website at <http://my.kineticbrain.com>

785 Technology Essentials

3-4 elective credits

Open to: *Grades 11 and 12*

Prerequisite: *Basic keyboarding skills*

Scheduled: *Full year, 2 hours per day*

Students in Technology Essentials will develop fundamental skills in four hardware/software areas of study which include PC upgrade and maintenance, Website development, Networking and Programming. Students will work to develop fundamental competence in four hardware/software areas of study. Hardware sections will include the upgrade or installation of system components, best practice in dealing with spyware and viruses, and troubleshooting techniques to solve hardware or operating system problems. In the networking hardware section, students will identify and install networking components, build a local area network and learn to secure a wireless network. Software sections will have students learning to create attractive and user friendly websites with HTML. Students will spend some time creating images to use in their websites, and will make their web pages interact with the user by incorporating PHP programming. This class will help students explore and prepare for any career in the Information Technology field.

Successful completion of this course is recommended for enrollment in the senior year offerings in the Information Technology Career Cluster at RVTC.

**787A Hands On
Computer Systems**
1 embedded Math, 2-3 elective
credits*

Open to: *Grades 11 and 12*
Prerequisite: *Keyboarding
skills;*
*Basic computer
navigation skills*
Scheduled: *Full year, 2 hours
per day*

This full year program offers an in depth study of computer components and operating systems. Through a combination of classroom lecture and hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. Students learn suggested best practices in maintenance and safety issues. Students will be responsible for maintaining computer equipment in the classroom. Students will work primarily on Windows machines with some exposure to Macintosh and Linux systems. Student will have an opportunity to participate in Skills USA at local, State and national levels. Students will be prepared for the latest CompTIA's A+ certification and can earn up to 8 college credits at the Community College of Vermont.

788 Website Design
1 embedded Science, 2-3 elective
credits*

Open to: *Grades 11 and 12
(10 with permission)*
Prerequisite: *Basic Keyboarding
Skills*
Scheduled: *Full year, 2 hours
per day*

Students in Website Design will create attractive and interactive web pages. We learn several of today's hot technologies such as DHTML, Stylesheets, and XML to make our web pages dynamic and exciting, and we will review online web pages to decide what qualities a successful web possesses. Students will make their web pages interactive with Flash animations and JavaScript programs. This class maintains the RVTC web site at rvtc.org, and depending on student interest, makes an interactive RVTC yearbook. This class will help students prepare for the World of Webmasters Certified Web Designer Associate certificate. This class would be a good introduction to a career as a website designer. Feel free to visit our class website at <http://my.kineticbrain.com>

788A Website Engineering
3-4 elective credits

Open to: *Grades 11 and 12*
Prerequisite: *Successful completer
of Website design I,
or grade of 70 or
better in Computer
Programming A, or
written instructor
permission*
Scheduled: *Full year, 2 hours per
day*

Students in Website Engineering will learn to program in PHP to make our forms interact with the customer. Students will make their web pages dynamic by having them interface with a MySQL database. We will also install and administer a server with FreeBSD to run our PHP programs. Students will learn advanced skills in Flash animation. This class would be a good introduction to a career as a website designer or programmer. Visit our class website at <http://my.kineticbrain.com>

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

Law, Public Safety & Security Career Cluster

All programs in the Law, Public Safety, & Security Career Cluster require a signed medical release from a physician.

Overview

- Fire Science
- Emergency Medical Services
- Law Enforcement
- Criminal Justice
- Criminal Law
- Applied Science and Mathematics
- Psychology
- History of the U.S. Justice System
- Communications
- Integrated Academic Classes
- Training and Fieldwork

Career Opportunities

- Fire Fighter
- Hazardous Materials Responder
- Rescue Workers
- Police Detectives
- Criminal Investigators
- Police & Patrol Officers
- Lawyer
- Paralegal
- Federal Protective Service Officers
- Scientist

College Credit Opportunity

- Community College of Vermont (law)

Credential

- American Red Cross
- FEMA
- Vermont Boating Basics

Students may need to incur a fee for credentialing credit - contact the RVTC Guidance Office at 802-885-8305 for more details.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

778 Emergency and Fire Management I

3-4 elective credits

Open to: *Grades 11 and 12*

Prerequisite: *Signed Medical Release*

Scheduled: *Full year, 2 hours per day*

Over the course of two years, this program will cover many phases of fire science through lecture, demonstration and practical activities as prescribed by the Fire Fighter I curriculum. The program is physically demanding, as well as mentally challenging while students complete many of the requirements experienced by professional firefighters. This curriculum will concentrate on advanced first aid assessment, techniques and skills. Class is held three days a week at the Springfield Fire Station and in the RVTC classroom the remainder of the week. The program prepares students to take the Fire Fighter I Exam. Students will receive National & State certifications as a First Responders as prescribed by United States Department of Transportation. Other National recognized certifications will be obtained from the National Fire Academy, Federal Emergency Management Agency, and American Red Cross.

778A Emergency and Fire Management II

1 embedded Science, 2-3 elective credits*

Open to: *Grade 12*

Prerequisite: *Signed Medical Release*

Scheduled: *Full year, 2 hours per day*

The level II program is a continuation of the Emergency & Fire Management I course. Students will continue to receive classroom and field training designed to insure proficiency with operation of numerous tools and machinery that are essential to fire fighting. Those students who have successfully completed the two year program are eligible to sit for the state Firefighter I certification exam.

775 Law Enforcement I

3-4 elective credits

Open to: *Grades 11 & 12*

Prerequisite: *Signed Medical Release*

Scheduled: *Full year, 2 hours per day*

This program is an introduction and overview of law enforcement. Through practical applications, classroom learning and technology, students learn what it takes to become a law enforcement officer. After each section of training, the student is given a test, both written and practical, to determine retention and understanding. Upon completion, students will be prepared to enter a post-secondary criminal justice program.

775A Law Enforcement II

1 embedded Social Studies, 2-3 elective credits*

Open to: *Grade 12*

Prerequisite: *Grade of 70 or better in Law Enforcement I*

Scheduled: *Full year, 2 hours per day*

This program is a continuation of Law Enforcement I. In the second year we cover the many subsystems within the criminal justice system. Incorporated within the program are ethics, problem solving skills, analysis, team building and communication skills. Topics covered include police work, court procedure and corrections with a priority in the overview of the criminal justice process.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

Manufacturing Career Cluster

Manufacturing

Overview

Did you know that just about everything you touch in the course of a day was manufactured somehow, somewhere? Would you like to learn more about how things are made? Are you interested in a “hands-on” class that stimulates your mind, gets you ready for life after high school and teaches you marketable skills?

Career Opportunities

- Computer Integrated Manufacturing
- CNC Programmer/Operator
- Robotics
- Machinist and Tool Makers

College Credit Opportunity

- Rochester Institute of Technology (up to 12 credits)

Credential

- National Institute for Metalworking Skills, Inc. (NIMS) National Certificate Program

Students may need to incur a fee for credentialing credit - contact the RVTC Guidance Office at 802-885-8305 for more details

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

745 Manufacturing Processes: aka How to make stuff?

3-4 elective credits

Open to: *Grades 10-12*

Prerequisite: *Algebra I or concurrent*

enrollment

Scheduled: *Full year, 2 hours per day*

This course will introduce students to machine tools, measuring instruments, and machining operations and how they relate to the production of consumer goods. The industrial models of both “job shops” and “production plants” will be studied and the relationship between engineering, design, production control and manufacturing will be demonstrated. Computer Aided Manufacturing and robotics will also be introduced. Manufacturing Processes is a “hands-on” curriculum that has been designed to begin preparing students for the nationally recognized NIMS (National Institute for Metalworking Skills, Inc.) credentialing exams in seven machining areas. The River Valley Technical Center is currently the only NIMS certified training center in Vermont. In addition to technical skills and knowledge, a strong emphasis will be placed on youth leadership through our local and state chapters of SkillsUSA.

746 Mechanical Projects and Material Behavior

1 embedded Math, 2-3 elective credits*

Open to: *Grades 11 & 12*

Prerequisite: *Grade of 70 or better in*

Manufacturing I or

written instructor

permission and Algebra

II or

concurrent

Scheduled: *per*

Full year, 2 hours per day

As the final course in the Manufacturing Cluster, Mechanical Projects and Material Behavior takes a close look at the relationship between design, material selection and manufacturing. Materials testing and a wide scope of fabrication techniques will be explored. Mechanical parts such as screw, gears, shafts, bearings, will be incorporated into the construction of a functional project. Students will also be working towards completion of their Machining Level One NIMS credentials. In addition to these traditional manufacturing areas, students will also continue to develop their skills in 3-Dimensional CAD, Computer Aided Manufacturing, Hydraulics, Pneumatics and prototype development. Students will design and build a full functioning injection mold for a consumer product to round-out the students’ experience in Mechanical Projects and Material Behavior. It is also expected the Mechanical Projects and Material Behavior students will participate in a cooperative work experience during the school year or during the summer preceding or following their second year enrollment.

Science, Technology, Engineering & Mathematics Career Cluster

Engineering Technology

Overview:

To prepare students for the wide variety of careers related to:

- Engineering
- Engineering Technology

Career Opportunities

- Mechanical Engineer
- Electrical Engineer
- Architectural Engineer
- Civil Engineer
- Engineering Technician
- CADD Operator

College Credit Opportunity

- Rochester Institute of Technology (up to 18 credits)
- Vermont Technical College (up to 5 credits)

Credential

- American Design Drafters Association
- American Society of Mechanical Engineers

Distance Delivery

- Not available

There is a fee associated with transcribed credit - contact the RVTC Guidance Office at 802-885-8305 for more details.

** The student must score a 3 or 4 on 90% of the program competencies in order to become a "successful" program completer and earn the embedded credit.*

737 Engineering Technology

3-4 elective credits

Open to: *Grades 10 -12*
Prerequisite: *Successful completion of Geometry or permission of the instructor*

Scheduled: *Full year, 2 hours per day*

From aerospace to zippers!

Do you like knowing how things work? Do you ever think of new and better ways to do things? Do you like to work with computers? Do you enjoy math and science? If so, then maybe Engineering Technology is right for you. Engineering Technology is the first of a two year program designed to give you the skills and knowledge necessary to succeed in the high tech world of Engineering.

You will use state of the art computers and software to design, draw, and make a variety of useful products. You will learn to use real industrial robots, with the goal of designing, building, and programming one from scratch.

Hands-on projects include golf ball launchers, balsawood bridges and automatic marble sorters!

Up to 6 college credits are available through Rochester Institute of Technology and Project Lead the Way. Get a head start on your career in engineering, join today!

738 Engineering Technology II

1 embedded Math, 2-3 elective credits*

Open to: *Grades 11 and 12*

Prerequisite: *Grade of 70 or better in Engineering Technology I (CADD I, POE I) or permission of the instructor. Students who have completed Intro to Engineering & Design at Green Mountain Union High School or Bellows Falls Union High School are also eligible.*

Scheduled: *Full year, 2 hours per day*

This is the second year of the Engineering Technology Program. Students will continue to develop their engineering technology skills while exploring a wide variety of engineering careers such as mechanical, architectural and electrical engineering.

Students will have the opportunity to enter the Cooperative Education program, where they can get after school jobs at local engineering companies, earning money as well as high school credit. Students will also earn up to another 12 RIT college credits during the second year of the program.

Electronics

Overview:

- Audio Engineering

Career Opportunities

- Radio / TV Broadcast Technician
- Sound Technician
- Telecommunications Engineer

College Credit Opportunity

- New England School of Communications

Credential

- Associate-Level Certified Electronic Technician Exam (CET)
- Mobile Electronics Certified Professional (MECP)

Students may need to incur a fee for credentialing credit and/or advanced placement exam - contact the RVTC Guidance Office at 802-885-8305 for more details.

Distance Delivery

- Audio Engineering I & II

** The student must score a 3 or 4 on 90% of the program competencies in order to become a “successful” program completer and earn the embedded credit.*

DE0102 Electronics: Audio Engineering I

3-4 elective credits

Open to: Grades 11 & 12

Prerequisite: Computer skills, Algebra I

instructor interview

Scheduled: Full year, online or in person at RVTC, synchronous: 1st block of the school day, Independent online: 1 hour per day

This class covers all aspects of the theory and production of audio in both home and recording studio settings. A wide variety of subjects are covered including basic electronic theory, studio maintenance, soldering, microphones, speakers, amplifiers, mixers, effect devices, acoustics, audio file formats and various conversions, MIDI, and copyright issues. Students will be producing many recordings with the final project being a Multitrack CD. Students participate in commontime activities for their first block of the school day, either in person or through the Distance Education Network. In addition, students also participate in one hour per day of independent activities in an on-line format. It is strongly recommended that students have a home computer with Internet access. This program is open to all students that meet the prerequisites, regardless of their music background.

DE0103 Electronics: Audio Engineering II

1 embedded Science, 2-3 elective credits*

Open to: Grade 12

Prerequisite: Grade of 70 or better in Audio Engineering I

Scheduled: Full year, synchronous: early afternoon block of the school day, Independent online: 1 hour per day

Students will learn in-depth pre and post production techniques for recording and audio-for-video applications. Topics include advanced MIDI applications, Foley Art, Video Synch formatting, and multi-channel audio for video. Students will replace soundtracks of videos, create sound effects, and create various surround sound audio scenes. Students participate in commontime activities for their first block of the school day, either in person or through the Distance Education Network. In addition, students also participate in one hour per day of independent activities in an on-line format. It is strongly recommended that students have a home computer with Internet access. This program is open to all students that meet the prerequisites, regardless of their music background.

