

Arlington Memorial High School

# Program of Studies



**2022-23**

## **Arlington Memorial High School Core Values and Beliefs**

Arlington Memorial High School, in partnership with the community, believes in creating a safe, respectful, and rigorous academic environment that will prepare students for the 21<sup>st</sup> century. Students will pursue a course of study that fosters creativity, problem solving, personal responsibility, good decision-making, and respect for all members of our growing global community.

## **Arlington Memorial High School Student Expectations for Learning**

With support from the Arlington Memorial High School Community, students will:

- read, write, and communicate effectively.
- think critically and creatively to solve complex, multidisciplinary problems.
- access and use information technology in an appropriate way.
- communicate and collaborate competently and respectfully with others.
- demonstrate an understanding of civic rights and responsibilities.

## **Expectations for School**

Arlington Memorial will offer a curriculum which meets individual needs, abilities, and interests. It will also provide opportunities for students to develop critical-thinking skills in order to make responsible decisions. AMHS promotes cooperation between the school and the home, and strives for effective school-community relationships.

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The Arlington Memorial High School Program of Studies handbook is designed to help students and families plan a sequence of classes that both fulfills graduation requirements and prepares students for further education, additional training, or immediate employment. The classes offered at AMHS are grouped by departments, which are listed alphabetically. All classes are open to every student as long as prerequisites are fulfilled. As individuals make their selection of classes, they should give careful consideration to requirements and student interest.

In addition to course descriptions, the **Program of Studies** identifies resources and offers general information to assist students and their families as they prepare for graduation and beyond.

If you need additional information or assistance with the **Program of Studies**, please contact the following individuals in the School Counseling Department:

**Joanna Lederer-Barnes**  
**School Counselor**  
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Front Office

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**Administrative Assistant**  
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## School Counseling Department

The Arlington Memorial High School Counseling Department provides a variety of services to assist students and families. Students and families should feel free to utilize the School Counseling Department's services regularly.

**Academic Services** - Academic program, class schedules, placement, tutorial assistance, and other matters related to the academic success of each student.

**College and Career Planning** - The School Counseling Department assists students in planning for life after high school. This includes career planning, dual enrollment, internships, college applications, financial aid, visits from college and career training programs, and more. Students have the opportunity to participate in the Sophomore Career Summit, the MAU College Fair, the Financial Reality Fair, the VSAC College and Career Pathways event, a college tour, and online career interest inventories. Students have individual planning appointments with the School Counselor.

**Coordination of Leadership Programs** - The School Counseling Department coordinates the Hugh O'Brien Leadership Conference, Governor's Institutes, and other leadership programs.

**Counseling** - Through the development of a one-to-one, group, and classroom relationship with the counselor, it is hoped that the student will gain more self-understanding to cope with problems related to developmental needs (social, emotional, and personal). Counseling also assists students in understanding vocational and educational activities and interests.

**Home and Community Services** - The School Counseling Department is available to work with parents and community agencies to help meet the needs of students. Some of the agencies with which the school works include Vocational Rehabilitation, DCF, UCS, Vermont Department of Labor, Job Corps, VSAC, The Tutorial Center, Family Emergency Services, and many others.

**Information Services** - A great deal of information is available in the School Counseling office relative to occupations and careers, post-high school educational opportunities, financial aid, and many other topics. Students are encouraged to use these resources and to discuss information with their counselor.

**Liaison between Career Development Center and AMHS** - The School Counseling Department schedules students and coordinates academic programs and information with Southwest Tech.

**Orientation Services** - This service aids students in new educational experiences by assisting them in learning what is expected of them and what resources are available to them.

**Referrals** - Students may be referred to other individuals or agencies which may help with particular problems such as health, social-emotional, learning disabilities, and others.

**Testing** - Testing services are provided to help students learn more about themselves and to provide information about aptitudes, interests, and achievements. Tests include SBAC, VTSA, PSAT, ASVAB, SAT, AP, ACT, and career interest inventories.

## Graduation Requirements

Students must complete a minimum of 26 credits, including 16 in the required subject areas below, to be eligible for graduation. Thirty community service hours are also required.

### Credits

One credit is earned for the successful completion of a class that is held one period per day, five days a week, all year long. Students are awarded .5 credits for semester courses. Students involved in extracurricular activities do not receive credit for participation.

### Required Subject Areas & Academic Credits

English	4 credits
Social Studies	3 credits
Mathematics	3 credits
Science	3 credits
Physical Education	1.5 credits
Health	.5 credit
Fine Arts	1 credit
Electives	10 credits
Community Service	32 hours* (see below)

*\*(24 hours for the classes of 2022, 2023, and 2024 - due to the effects of COVID-19)*

### Community Service

All AMHS students are encouraged to participate as volunteers in school and in the community. **Thirty-two hours of community service are required for graduation** (these hours are prorated at 8 per year for transfer students). AMHS provides students with opportunities to perform valuable services to their school and community. Area organizations often request students as volunteers, and these positions are posted for students.

## General Entrance Requirements for College

Listed below are general entrance requirements for four-year colleges and universities. However, students must consult with admissions personnel at the college or university they plan to attend for specific academic requirements.

### Four-Year College: General Requirements

English	4 years
Math	2 years min. (Algebra & Geometry), 3-4 years preferred
Science	2 years of a lab science, 3-4 years preferred
World Language	2 years minimum in one language, 3-4 years preferred
Social Studies	3 years including U.S. History

## NCAA Eligibility

Students who wish to participate in intercollegiate athletics in college at a Division I or II institution should register with the NCAA Initial-Eligibility Clearinghouse at [www.eligibilitycenter.org](http://www.eligibilitycenter.org) after the completion of their junior year in high school. Student-athletes who wish to participate in athletics during their first-year at college must meet these NCAA requirements:

### Division I

- Graduate from high school.
- Complete 16 specific approved core courses. 10 of those courses must be completed prior to the senior year, and 7 of the 10 must be in English, Math, and Science.
- Meet NCAA GPA and test score requirements according to the NCAA sliding scale.
- Students must have a 2.3 GPA or higher to compete. Students who have a 2.0-2.29 GPA and meet the other requirements are eligible for athletics aid and practice, but cannot compete.

### Division II

- Graduate from high school.
- Complete 16 specific approved core courses.
- Meet NCAA GPA and test score requirements according to the NCAA sliding scale.
- Earn a core-course GPA of 2.2 on a 4.0 scale.

- If you do not meet these requirements, you may be deemed a partial qualifier.  
Partial qualifiers are eligible for athletics aid practices but cannot compete.

Students should consult with the School Counselor as early as possible to ensure they are meeting all requirements.

## Grading System

All grades are given to students numerically. A numerical grade of 100 is the highest grade a student can receive. The following guide is used for students who have transferred from a school where letter grades are given:

### Grading Guide

97-100	A+
93-96	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-

### Honor Roll

To qualify for Honor Roll status, students must earn a GPA of 80 or higher while taking a minimum of five credits, three of which must be in core classes.

- **Principal's Honors**-student with highest GPA, no grade less than an 80.
- **High Honors**-student with GPA of 90 or above, no grade less than 80.
- **Honors**-student with a GPA of 80 or above, no grade less than an 80

## COURSE DESCRIPTIONS

### English

#### Faculty

Ms. Gayna Cross - [crossg@bvsu.org](mailto:crossg@bvsu.org), ext. 121

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#### *English Department Philosophy*

The essential purpose of English at AMHS is to provide instruction in language arts that will further enhance students' critical thinking, decision-making, and communication skills. By studying and analyzing literature and non-fiction texts, by practicing and refining both analytic and creative writing and speaking skills, and by developing and using vocabulary and grammar skills, students are better equipped to pursue their post-secondary endeavors.

Three course levels for each grade allow students to match their motivation and skill levels to the requirements of a specific course. However, because students' needs vary throughout their academic experience, flexibility is an integral part of the English program. Thus, mobility between levels is possible. To change level placement in an English class, students must obtain the recommendation of the instructor and the guidance director and must meet course prerequisites.

#### **Advanced Placement English Literature & Composition**

The primary goal of this class is to help students become independent thinkers, readers, and writers through college-level material and assignments. The course requirements are aligned with the curricular requirements described in the *AP English Course Description*. Any students who are willing to put forth the time and effort to meet these requirements may enroll in the class. However, they must rise to meet the requirements of the course.

Students engage in close, active reading of a variety of works, ranging in era and genre. All reading assignments include annotating, journalizing, or note-taking. Students are frequently required to participate in and/or lead both small group and whole-class discussions on topics related to their readings. The topics include but are not limited to the way in which literary elements such as diction, detail, imagery, figurative language, syntax, etc., help convey tone which aids in unveiling the work's meaning as a whole. In facilitating the search for the meaning of a work, students are required to acknowledge and discuss the time period in which the work was written and the background of the author.

Writing is a major part of the class. The focus is on analytic responses to literature, emphasizing how the author's choices of literary and rhetorical devices (parallel structure, imagery, repetition, allusion, apostrophe, symbolism, figurative language, etc.) convey the work's meaning. However, students also write critical essays in which

they support their judgments about a work's social and cultural value. In addition, students write fiction; poetry, both original and imitative; and character pieces in which students assume the voice and point of view of a character from a work of literature. Though the AP Exam is optional, some class time is devoted to exam practice and strategies.

**Requirements:** Summer reading of four assigned literary works and an essay for each are due the first day of class in the fall.

### **English 9 College Prep Language Arts and Literacy**

Students study the different forms and elements that make up both fiction and non-fiction. This study is used as a basis for the introduction of interpretation and analysis. Emphasis is placed on writing and speaking with coherence. The study of grammar and vocabulary is an essential part of the class. Instruction and content are aligned with the Common Core State Standards. Each quarter, two to three weeks will be devoted to familiarizing students with the Smarter Balanced assessment.

**Prerequisites:** English 8 with a final course grade of 70 or higher, instructor and guidance director recommendation, and standardized test scores.

### **English 9 Honors Language Arts and Literacy**

Students in Honors English, an accelerated college-preparatory course, are introduced to a wide selection of fiction and non-fiction. Emphasis is placed on interpretation and analysis of literary and rhetorical elements. A great deal of attention is given to written analysis. A grammar and vocabulary program is designed to enhance students' written expression. Students are required to participate in small group and whole class discussions. Because the course is honors level, a greater level of responsibility for and ownership of learning is expected of the students. Instruction and content are aligned with the Common Core State Standards. Each quarter, two to three weeks will be devoted to familiarizing students with the Smarter Balanced assessment.

**Prerequisites:** English 8 with a final course grade of 85 or higher, instructor and director of student services recommendation, and standardized test scores.

### **English 9/10 and English 11/12**

Students in this course develop reading, writing, listening, and speaking skills through the study of both fiction and non-fiction. Emphasis is placed on the writing process. In addition, students each have an individual learning plan which includes the study of grammar, vocabulary and spelling.

### **English 10 College Prep Language Arts and Literacy**

This college-preparatory course further develops the study of the short story, poetry, non-fiction, novel, and drama. Further development of strong writing is stressed through on-demand and multi-draft activities as well as vocabulary and grammar activities. Peer review of student work and tests is commonly practiced. Instruction and content are aligned with the Common Core State Standards. Each quarter, two to three weeks will be devoted to familiarizing students with the Smarter Balanced assessment. Each student must complete an MLA-style research paper and submit an approved final paper.

**Prerequisites:** English 9 with a final course grade of 70 or higher, instructor and guidance director recommendation, and standardized test scores.

### **English 10 Honors Language Arts and Literacy**

This course is designed for accelerated college-bound students to develop further analytical techniques through the study of literature and language. The focus on fiction and non-fiction serves as a basis for discussion, oral presentations, essays, and other written work. Grammar, vocabulary, and literary terms are integral aspects of the course of study. Because the course is honors level, a greater level of responsibility for and ownership of learning is expected of the students. The course may be considered a pre-AP course. Peer review of student work and tests is commonly practiced. Instruction and content are aligned with the Common Core State Standards. Each quarter, two to three weeks will be devoted to familiarizing students with the Smarter Balanced assessment. Each student must complete an MLA-style research paper and submit an approved final paper.

**Prerequisites:** English 9 with a final course grade of 85 or higher, instructor and guidance director recommendation, and standardized test scores.

### **English 11/12 College Prep**

This course alternates each year between American literature and British literature. The students develop an awareness of the thematic and social relationship between the writer, the culture, and humanity. Students strive to heighten their awareness of cultural diversity as well as to express in oral and written analyses their critical responses to writers' work. Emphasis will be placed on further development of effective reading, writing, and critical thinking skills. Grammar, vocabulary, and language skills are integral aspects of the course. Peer review of student work and tests is commonly practiced. Instruction and content are aligned with the Common Core State Standards. Two to three weeks of the first quarter will be devoted to familiarizing students with the Smarter Balanced assessment.

**Prerequisites:** For incoming Juniors, English 10 with a final course grade of 70 or higher, instructor and guidance director recommendation, and standardized test scores. For incoming Seniors, English 11/12 with a final course grade of 70 or higher, instructor and guidance director recommendation, and standardized test scores.

### **English 11/12 Honors**

The study of literature from *Beowulf* to contemporary writers involves the understanding of historical context. This course continues the preparation for a successful transition to college. Creative and critical writing, oral presentations, rigorous analytical reading, and critical thinking are particularly stressed. The ability to take effective notes in a lecture setting is further developed. Assessments include weekly written responses, peer revision, quizzes, papers, and tests. Peer review of student work and tests is commonly practiced. Instruction and content are aligned with the Common Core State Standards. Two to three weeks of the first quarter will be devoted to familiarizing students with the Smarter Balanced assessment.

**Prerequisites:** For incoming Juniors, English 10 with a final course grade of 85 or higher, instructor and guidance director recommendation, and standardized test.

## **Foundations of English**

Course explores topics in English relevant to students' lives and relevant to Common Core English Standards. Topics include expository composition, creative writing, grammar, and communication skills.

## **Creative Writing**

Creative Writing introduces students to the four genres of creative writing: creative nonfiction, fiction, poetry, and playwriting. Through reading examples of and writing in these four genres, students will discover that each genre differs greatly in purpose, form, audience, and presentation. They will also see that all four genres share properties endemic to any creative expression. Therefore, a writer should never say they are solely a poet, a novelist, essayist, memoir writer, or playwright.

This class utilizes the writing workshop to enhance students' writing. The nature of a writing workshop that, in order to function, requires honesty, respect, attendance, and attention to the workshoped writer's intentions and goals, and not the aesthetic of the reviewers. More to the point, consider T.S. Eliot's words, "[Ezra Pound] was a marvelous critic because he didn't try to turn you into an imitation of himself. He tried to see what you were trying to do."

Students will receive a basic overview of the submission process should they wish to submit a piece of writing for publication.

The class' efforts will culminate in an evening of the students reading samples of their work throughout the semester.

## **Life in Lyrics**

Life in Lyrics focuses on the part of songs that, lately, seems far overlooked. In the tradition of songwriting, from the rhapsodies of ancient Greece to the troubadours of medieval Europe to Lady Gaga, the poetical ideas set to music (lyrics) have been central to expressing the human experience.

In this class students will survey a variety of songs centered around four categories: love, protest, purpose, and narrative. The class will examine songs from a variety of genres such as rock, country, rap, the blues, ballads, spirituals, traditional folk songs, among others. Through discussion and written analysis, students will examine the intent of the songs, their influences, process of creation, and legacy. In the end, students will see how the lyrics speak to life's struggles and purpose.

The class will engage in a final project of creating new songs, followed by a paper about that song which is reflective and analytical.

## **Senior Seminar**

This half-year elective is offered in both the Fall and Spring and is open to students who have received four English credits by the end of their junior year. Students may enroll in one or both semesters. The course is designed to meet individual literary interests of highly motivated students. For instance, some students may choose to study a particular author or poet; some may choose to study a particular genre; while

others may choose to study a particular literary movement. However, all students will complete a research project and a creative writing project.

**Prerequisite: Four high school English credits.**

## Fine Arts

### Faculty

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Ms. Karen Schroeder - [schroederk@bvsu.org](mailto:schroederk@bvsu.org), ext. 129

Ms. Christy Wood - [woodc@bvsu.org](mailto:woodc@bvsu.org), ext. 132

Fine Arts may include any art, music, or industrial arts offerings at AMHS. Students are required to complete one credit in the Fine Arts for graduation.

### *Fine Arts Department Philosophy*

Authentic student art work is based on his or her own observations, imagination, memories or experiments. Real artwork is not borrowed from the work of another but stems from that which is one's own. Students are encouraged to experience, experiment, observe, and imagine. These courses offer the young artist the opportunity to step into the realm of satisfaction and success with their art while learning the basics for a foundation in the Visual Arts.

### Vocal Music

#### **High School Chorus (Grades 9-12)**

AMHS high school choir is a vocal ensemble open to any student grades 9-12. In this chorus, we develop musical proficiency and literacy through performance of vocal music from across a wide range of musical genres. These ensembles perform at winter and spring concerts, as well as community events on and off campus throughout the school year including Green Mountain Music District, All-State, performance tours, and athletic events.

Grading: Pass/Fail

### Instrumental Music

#### **High School Band (Grades 9-12)**

AMHS high school band is an instrumental ensemble open to any student grades 9-12 who plays or wishes to learn to play a musical instrument. In these ensembles, we develop musical proficiency and literacy through performance of instrumental music across a wide range of musical genres. These ensembles perform at winter and spring concerts, as well as community events on and off campus throughout the school year

including Green Mountain Music District, All-State, performance tours, and athletic events. Ensembles rehearse twice weekly.

Grading: Pass/Fail

**Prerequisite: Must play a band instrument, but beginners are welcome at all grade levels.**

### **Jazz Ensemble (9-12, lower grades by invitation of the director)**

This ensemble explores and performs jazz from across a wide range of styles. Emphasis is placed on improvisation as a means of musical and creative expression, as well as chart reading and ensemble playing. This ensemble performs at winter and spring concerts, as well as community events on and off campus throughout the school year.

**Prerequisite: Must play a band instrument with moderate proficiency**

### **Rock Band (9-12)**

This ensemble explores pop, rock, funk, and the blues through performance on guitar, bass, drums, keyboard, and vocals. Emphasis is placed on playing and singing together, as well as various music technology projects including recording and mixing. This ensemble performs at winter and spring concerts, as well as community events on and off campus throughout the school year.

**Prerequisite:** Experience on guitar, bass, drums, keyboard, or vocals is a plus, but beginners are welcome at all grade levels.

## **Non-Performance Music Electives**

### **Music Technology (9-12)**

This class takes an independent, project-based approach to music production and technology. We use digital audio workstation software to create original works of electronic music, explore hip hop and pop music production through beatmaking and sampling, and record original instrumental music using modern recording technology.

### **Exploration of Popular Music (9-12)**

This class delves into the history of American popular music. We discuss and explore the intersection of music, art, politics, and history, beginning with jazz and the blues at the turn of the 20th century and ending in the modern day with rock, hip hop, and pop. We make stops along the way to explore the birth of rock and roll, the British Invasion and 60s counterculture movements, the emergence of disco, punk, and hip hop throughout the 70s, and more.

## Studio Art

### **Drawing:**

Drawing is the foundation for art. This prerequisite course is designed to teach the fundamentals of drawing. Students will explore various drawing techniques to help learn about space, proportion, perspective, and how to observe the world around them. It will also explore portraiture. This course will prepare students for their next art experience.

### **2D Marketing and Design:**

This course explores graphic design and marketing strategies. We will use a range of printmaking techniques to execute designs and partner with both school-based and community-based organizations to create actual marketing resources in both digital and printed formats. Entrepreneurial skills will be taught as well as how to be a creative and out-of-the-box thinker! Other 2D media will be explored such as collage and mixed media.

### **Painting:**

Students in this course will work in acrylic paint, oil pastel, and watercolor. With a drawing foundation, students will break down landscapes and apply color theory. Students will explore the history of painting and develop an awareness and appreciation for the work of different artists while practicing various painting techniques to eventually develop their own unique style. Students will work with the elements and principles of art and explore their use in expressing ideas and emotions.

### **Ceramics:**

This class introduces the student to working with clay. Students will learn several techniques of hand-building and will have the opportunity to throw on the potter's wheel. Creativity and self-expression are emphasized in creating functional pieces. Various glazing applications and processes are included.

### **Advanced Art:**

This course is available to juniors and seniors who want to pursue the arts. The courses' primary goal is to provide guidance in creating a strong art portfolio. Students will focus on independent projects in any medium with the intention of showcasing personal expression and communication through the arts. Students will have the opportunity to display their own work for exhibition. Pre-approval is required by the art instructor.

## Industrial Arts

### **Room 129 Productions**

This class offers half year or full year course options. This course utilizes a hands-on approach to learning wherein students gain necessary skills in the areas of woodworking and building construction. Throughout the school year, students will participate in various community service projects as requested.

## **Wood**

In this course, students will learn the fundamentals of woodworking. Through the exploration of a custom designed Adirondack chair, students will learn to use various hand and power tools, transforming rough-cut wood into a finished product. Industry-specific vocabulary and skills-sets will be explored as well as a strong emphasis on safety.

## **Mathematics**

### **Faculty**

Mr. Marshall Cross - [crossm@bvsu.org](mailto:crossm@bvsu.org), ext. 124

Ms. Caitlin Saunders - [saundersc@bvsu.org](mailto:saundersc@bvsu.org), ext. 118

### ***Mathematics Department Philosophy***

Mathematics is a tool we can use to analyze, describe, model, and, therefore, better understand the world around us. The high school math curriculum develops students' procedural and conceptual understandings of the essential mathematics outlined in the Common Core State Standards and provides opportunities for students to use mathematics to solve problems and model phenomena.

### **Advanced Placement Calculus AB**

This full-year course includes a comprehensive study of Integral and Differential Calculus and the use of Calculus to solve a wide variety of problems. The class is intended to be comparable to a college calculus course. Students are prepared to take the Advanced Placement Test and may receive credit and/or advanced placement for a first-semester, college-level Calculus course.

**Prerequisite: Pre-Calculus**

### **Advanced Placement Statistics**

The Advanced Placement course in Statistics introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

Students are exposed to four broad conceptual themes:

1. Exploring data: observing patterns and departures from patterns
2. Planning a study: deciding what and how to measure
3. Anticipating patterns in advance: producing models using probability and simulation
4. Statistical inference: confirming models.

Students who successfully complete the course are prepared to take the AP examination and may receive credit and/or advanced placement for a first-semester, college-level Introductory Statistics course.

**Prerequisite: Math III or Math B Honors or permission of instructor**

### **Math A and B Honors**

A two year sequence that integrates essential content in Algebra, Geometry, and Statistics for freshmen and sophomores who plan to enroll in advanced mathematics classes in their junior and senior years. Students who successfully complete the two

courses will have met the proficiency-based graduation requirements for mathematics, but will be required to enroll in at least one additional advanced math class in their junior and/or senior year. Completing Math A and B Honors will allow a student to take Pre-Calculus in the junior year and AP Calculus in the senior year and/or AP Statistics in either the junior or senior year.

**Prerequisites:**

Math A: recommendation by 8th grade math teacher

Math B: successful completion of Math A and/or recommendation by math teacher.

### **Math 1, Math 2, and Math 3**

A three year sequence that integrates essential content in Algebra, Geometry, and Statistics. Students who successfully complete all three courses will have met the proficiency-based graduation requirements for mathematics. Students who successfully complete the three year sequence may opt to enroll in either AP Statistics or Pre-Calculus in their senior year, but they would not be able to enroll in AP Calculus.

### **Foundations of Mathematics**

Course explores topics in mathematics relevant to students' lives and relevant to Common Core Mathematics Standards. Topics include financial literacy, measurement, and using mathematics to make informed decisions.

### **Honors Pre-Calculus**

Pre-calculus extends and deepens the analysis of functions developed in Algebra 2 with particular emphasis on the skills and conceptual understandings needed for success in Calculus. Students master the trigonometry of real numbers, model periodic phenomena with trigonometric functions and prove and apply trigonometric identities. Other topics include: sequences and series, vectors, parametric equations, and polar coordinates. Emphasis is placed on modeling phenomena.

**Prerequisite:** Math III and Math B

## **Physical Education and Wellness**

### **Faculty**

Mr. Alex Borsari - [borsaria@bvsu.org](mailto:borsaria@bvsu.org), ext. 136

### **Physical Education**

The physical education program is designed to provide students with physical activity to help them develop the knowledge and skills necessary to participate in physical activity safely, competently, and with personal satisfaction now and throughout their lives. Physical education is a semester course in which students engage in individual and team sports, physical fitness testing, outdoor education, and cooperative games that provide students with an understanding of personal, lifelong physical fitness and opportunities to be a physically active person for life. All curriculum is designed to meet the National Association for Sport and Physical Education (NASPE) Requirements.

**Grading** - Pass/Fail

### **Personal Fitness**

Physical Fitness is a half year course designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness and making lifelong healthy choices. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students will learn about nutrition, safety, and participation as it applies to physical fitness. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

### **Wellness**

This is a required, one-semester course for all students. The goal of this course is to promote healthy behaviors. Students are presented with information related to the following subject areas: human sexuality, healthy relationships/dating, depression/teen suicide, stress management, infectious and non-infectious diseases and prevention methods, consumer and community health, and the advertising media's influence in healthcare today. Students are encouraged to recognize that their decisions/choices and actions have an effect on the quality of life they live.

## **Science**

### **Faculty**

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Mr. Brian Howe - [howeb@bvsu.org](mailto:howeb@bvsu.org), ext. 101

### ***Science Department Philosophy***

In line with the School District's expectations, the AMHS Science Department strives to facilitate student learning and understanding. Emphasis is placed on reading, writing, communicating effectively, critical thinking, problem solving, and making informed decisions. Students are challenged to apply these skills to real-world situations, including laboratory investigations and engineering practices.

*Earth Science and Biology are prerequisites for all upper level science courses. Students must take a third-year science course as a graduation requirement.*

### **Anatomy and Physiology**

This course is designed to provide an opportunity to investigate the human body, its structure, function and how the human body reacts to external stimuli throughout everyday life. Through the dissection of a cat and other vertebrate organs, students will learn the structure and function of the parts of the human body, along with its systems. Students engage in investigations to understand and explain the behavior of the human body in a variety of scenarios that incorporate scientific reasoning,

analysis, communication skills and real world applications. This course is a Junior/Senior level course. General Biology is a prerequisite and prior knowledge of physical science and basic or advanced chemistry is a plus. Students completing human anatomy & physiology will be prepared to take on post secondary classes involving biology, veterinary medicine, sports medicine and other allied health related fields of study. There is an honors option available to students that students can commit to early in the first semester. In honors biology there are additional topics and assignments for which students are responsible, and assessments are at a higher level.  
**Prerequisites: Chemistry or Honors Chemistry, Algebra II.**

### **Biology**

This course satisfies the biological sciences credit requirement. Students study the general functioning of the living world including units on ecosystems, cellular function, genetics, and evolution. The class meets six periods per week to allow for one dedicated lab period per week. There is an honors option available to students that students can commit to early in the first semester. In honors biology there are additional topics and assignments for which students are responsible, and assessments are at a higher level.

**Prerequisite: Successful completion of Integrated Science.**

### **AP Biology**

AP Biology is an exciting, constantly changing course that is taught at a college level and designed to match a required entry-level course for biology majors at universities. In this course you will develop a strong background in modern biology, you will learn about science as a way of exploring the natural world, gain laboratory skills applicable to upper-level biology courses you'll take in college, and gain a deep understanding of the fundamental principles which underlie all of life. As a student in this class your goal should be to achieve a firm understanding of the concepts presented in text, lecture and lab, rather than just memorizing facts. This class will teach you how to think critically and understand the complex processes that govern life. Get ready for an exciting year!!!

### **Chemistry**

This full-year elective course explores the wonder of matter and energy. Students will engage in investigations of the microscopic world of atoms and molecules and the macroscopic properties of chemical systems. Chemistry expands students' current science knowledge and methods learned in their physical and biological sciences. Emphasis is placed on the strategies needed for critical scientific thinking. Topics include gasses, atomic and nuclear structure, periodic properties, chemical reactions, chemical bonding, molecular structure, intermolecular forces, acids and bases, and electrochemistry. Two separate lab periods a week are part of this course.

**Prerequisites: Algebra I**

### **AP Chemistry**

In this fast-paced and challenging course, students delve more deeply into chemical topics based on six Big Ideas: Structure of Matter; Bonding and Intermolecular forces; Chemical reactions; Kinetics; Thermodynamics; and Chemical Equilibrium. Students engage in frequent hands-on lab activities, and they collect and analyze data using

technology and techniques commonly used in a college lab. Most lab experiences involve designing experiments through research and inquiry. Students are challenged to develop a deep and nuanced understanding of the foundational concepts of molecular structure and energy flow within a system. They also develop sophisticated problem-solving skills and the ability to perform college-level lab tests and data analysis. All students must take the AP Chemistry exam in May.

**Prerequisites:** Chemistry or Honors Chemistry, Algebra II

### **Earth Science**

Earth Science is a full-year freshmen science course. This course introduces students to Astronomy, Geology, Mineralogy, and Topography and provides an overview of the geologic and biologic history of the Earth as a complex, dynamic, and evolving planet (earthquakes, volcanism, Plate Tectonics, agents of erosion and deposition).

**Prerequisite:** None

**Environmental Science I-Energy and Climate Change:** This course covers the natural cycles of energy and matter through the atmosphere, hydrosphere, and geosphere. Students will explore the relationships between energy, climate, and the environment. The environment is used as a framework for energy use and the exploitation of energy resources. Students explore and experience methods by which geological and climate histories have been reconstructed to establish a record of long term environmental change.

**Environmental Science II-Environmental and Biological Conservation:** This course covers both biological and environmental diversity. Loss of biological diversity is one of the most rapid forms of environmental change in the modern era. Students explore why biological diversity is important and valuable in justifying conservation. Students train in the common models, tools, and techniques used in conservation practices. These include practical issues concerning the effects of environmental change at each level of organization from the individual to the ecosystem.

### **Foundations of Science**

This full-year elective course explores science from a practical perspective. Students engage in hands-on real world applications of scientific inquiry. Scientific areas explored include environmental, biological, chemical, and physical. Students will work on their science skills while improving their math and English skills through research and communication of their experiments.

**Prerequisites:** None

### **Physics**

This full-year elective course explores motion, forces, and the interactions of matter and energy. Students develop the ability to apply both conceptual and mathematical reasoning to understanding the physical world. Algebraic skill and an understanding of basic trigonometry are important for success, but principles will be represented in non-mathematical models as well. Lab experiments and projects are an integral part

of the course as they illustrate the process of scientific discovery. Topics include kinematics, Newtonian motion, light, sound, electricity, and astronomy.

**Prerequisites:** Two years science, Algebra II

### **Engineering**

This is a new course being offered for the first time. The final course description is TBA.

## **Social Studies**

### **Faculty**

Mr. Hooper Pickering - [pickeringh@bvsu.org](mailto:pickeringh@bvsu.org), ext. 122

Mr. Seth Woodman - [woodmans@bvsu.org](mailto:woodmans@bvsu.org), ext. 123

### ***Social Studies Department Philosophy***

The Social Studies Department strives to provide students with the opportunity to gain knowledge, develop intellectual skills, and to assume a sense of responsibility as contributing members of their community, nation, and the world. Throughout a core of courses encompassing historic, geographic, economic, and political studies students will be guided in constructing their own understandings that can be applied as they move towards assuming the role of responsible citizens.

*Vermont education regulations require the successful completion of U.S. History for all high school graduates. In addition, Introduction to Social Studies is a required course for all AMHS students.*

### **20th Century American Culture**

This course is designed to look at life in America in the 1900s. The course will focus on how life has changed in America throughout the century. The course will break down the century into decades and look at how the American people lived during each period of time. An emphasis will be placed on the social issues, technologies, and trends from each decade and how we became the America we are today.

### **Ancient Man & Cultures**

This course will take a look at the evolution of early man and the development of civilization. An initial study will look at the evolutionary steps taken by pre-humans to become Homo Sapiens. The course will emphasize the developments that occurred allowing early man to become civilized. The course will provide a comparative study on cultures from around the world to see how and why they modernized and became civilizations.

### **Controversial Moments in US History**

This course will focus on using critical thinking as we look at major, controversial moments in United States History. Prior to the history we will be discussing, we will be taking a deep, analytical look at defining the term “conspiracy theories”, discussing why Americans have become so interested in the concept, and the issues and dangers surrounding belief in these theories. Through reading, writing, watching, and discussing the class will take an analytical look at moments that have changed the United States. Topics will include: the use of spies throughout US History, Aaron Burr’s attempted coup, Confederados, numerous assassinations (MLK/Malcolm X/JFK), Project MK Ultra, Project Paperclip and the use of Nazi and Japanese science after the Second World War, among numerous other issues and complicated events through United States History.

### **Foundations of History**

Course explores topics in social studies relevant to students’ lives and relevant to Common Core Social Studies Standards. Topics include geography, civics, and national, state, and local history.

### **History through Film**

This course will look at the history of the United States from the 1900s to modern day with a focus on major eras (Great Depression, Civil Rights Movement, or the War on Terror). The class will require analysis, synthesis, and critical thinking, with approximately 8-10 total films being watched and a 3-5 page paper due for each film. In addition, students may have to watch movies on their own time. The expectation will be that students will understand the context of the films, analyze them for numerous aspects (culture, accuracy, symbolism, etc.), and take part in discussions. Note: This is a semester-long elective course that requires teacher approval. This elective course will require lengthy reading and writing assignments and has been designed for juniors and seniors.

### **Introduction to Social Sciences (Full Year)**

Social Sciences is a required course for all incoming 9th grade students. The coursework teaches students the skills any social scientist should have. Through analysis, critical thinking, reading, and writing students will be introduced to history, geography, economics, and other social sciences that are integrated throughout our units of study. The coursework will vary and provides opportunities for standard or honors credit throughout the year. Students will be working on a number of different assignments including readings, projects, writing a research paper, and a number of other tasks to help them gain greater skill and understanding within the content area. **Note:** An Introduction to Social Studies course is required for all AMHS students.

### **Philosophy**

This course was designed to make students think deeply about a wide array of issues in the field of philosophy. The course will provide the students with the historical

background of the field of philosophy. Content will include the major historical philosophers and the evolution of philosophical ideas. Students will be engaged in class discussions to evaluate the proposals of past philosophers and to also defend their own views on the major topics. Students will use an online college-level text in order to get the necessary content for the course. Note: This is a semester-long elective course that requires teacher approval. This elective course will require lengthy reading and writing assignments and has been designed for juniors and seniors.

### **United States History**

This course is designed to provide students with an in-depth look at American history during the twentieth century. Students will study the factors that transformed the United States into a modern nation including economic development, military action, social change, and political ideals. This thematic approach will give students the opportunity to discover the evolution of these factors that have created the country they live in today. Students will read and analyze the text and a variety of primary documents. The course will also emphasize critical thinking, class discussion, and analytical writing.

**Note:** A U.S. History course is required for all AMHS students.

### **Genocide**

This course is designed in order to help students understand and gain additional knowledge about the “Crime with no Name.” This course focuses on understanding the concept and legal definition of Genocide and then researching, discussing, and writing about numerous genocides throughout world history, starting with the Age of Imperialism and moving up through the current day. During each genocide, students will research and discuss the historical context, underlying causes, the history of the event itself, and potential consequences for both the victims and the perpetrators.

**Note:** This is a semester-long elective course that requires teacher approval. This elective course will require lengthy reading and writing assignments and has been designed for juniors and seniors.

### **1960s**

This course will look at the history of the United States through the 1960s. We’ll be looking at major political, social, military, and cultural aspects of the time period. Students will be required to read, write, analyze, and discuss numerous aspects of the 1960s through primary sources, secondary sources, and film.

**Note:** This is a semester long elective course that requires teacher approval. This elective course will be require lengthy reading and writing assignments and has been designed for juniors and seniors.

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

AP U.S. History is a challenging course that is meant to be the equivalent of a first-year college course and can earn students college credit. It is a two-semester survey of American History from the arrival of the first humans in North America to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is

placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, and historiography.

**Note:** Advanced Placement U.S. History is offered to high school seniors and juniors. AMHS has open enrollment in AP classes and encourages all qualified students to take AP U.S. History. The school recommends that students be earning at least a B in regular social studies courses when they choose the AP U.S. History course. Teacher approval is required.

### **Psychology**

This course was designed to make students think deeply about a wide array of issues in the field of psychology. The course will provide the students with the historical background of the field of psychology. Students will be able to identify notable psychologists from the twentieth century. The class will focus mainly on the many ways that the field of psychology impacts the individual student. Students will use an online college-level text in order to get the necessary content for the course.

**Note:** This is a semester long elective course that requires teacher approval. This elective course will require lengthy reading and writing assignments and has been designed for juniors and seniors.

### **Vermont/Local History**

This course is designed in order to provide students with a greater understanding of the events and history of Arlington and Vermont. The course will focus on the use of primary and secondary sources to better experience the development of the town and state. Content will begin with the native settlers of the area and continue through the twentieth century. The course will pay special attention to the settling and founding of Arlington and Vermont. The class will also spend time accessing the materials found at the Russell Collection at the local library. Students will be expected to write essays and research papers, as well as conduct local history projects throughout the semester.

**Note:** This is a semester long elective course that requires teacher approval. This elective course will require lengthy reading and writing assignments and has been designed for juniors and seniors.

## **Special Education**

### **Faculty**

Ms. Rachel Boisvert - [boisvertr@bvsu.org](mailto:boisvertr@bvsu.org)

Ms. Heidi Kirchner - [kirchnerh@bvsu.org](mailto:kirchnerh@bvsu.org), ext. 160

Mr. Daniel Flanagan - [flanagand@bvsu.org](mailto:flanagand@bvsu.org), ext. 117

### ***Special Education Department Philosophy***

As a special education department, we believe that each student enters the school building with a desire to learn and succeed. We tailor the educational experience for

students on Individual Education Plans based on the needs. Instructional materials, content delivery, and classroom supports are routinely evaluated for each student, with an emphasis on individual learning goals.

### **Learning Center English Language Arts- 9-12**

This course is designed to provide the student with skills in decoding and encoding, reading comprehension, grammar and the writing process. Students will have the opportunity to read fiction and non-fiction material, learn and implement writing strategies as well as respond to text through a variety of mediums. This class is based on individual English Language Arts goals and objectives. Progress is monitored through reading probes, spelling assessments and writing sample evaluation. This progress is used to inform ongoing instruction.

**Prerequisite:** IEP Team/Case Manager recommendation

### **Learning Center Mathematics- 9-12**

This course is designed to address the individual needs of students in the area of mathematics. The students will have an opportunity to learn basic computation skills, problem solving strategies as well as math concepts. The class is based on individual Mathematics goals and objectives. Student progress is monitored through a variety of means and used to inform ongoing instruction.

**Prerequisite:** IEP Team/Case Manager recommendation

## **World Languages**

### **Faculty**

Ms. Lei Liu - liul@bvsu.org, ext. 116

Spanish Language teacher - TBA

### ***World Languages Department Philosophy***

The study of a world language enables one to understand people of different cultures, how they think and how language plays an important part in the lives of people by enabling them to interact in various ways that may be different from their own. The world has become very small due to our ability to travel easily. The study of other people's languages enables us to deal with others at their level of comfort and brings the people of different countries closer to understanding one another.

### **Chinese I**

Students are introduced to basic written and conversational Mandarin. Students are encouraged to speak Chinese and engage in performing dialogues and skits in the target language. By the end of the course, students will converse on personal matters, meeting and introducing people, ethnicity and nationality, eating, working, numbers, time expressions and shopping. Students will also be familiar with the foundations of the Chinese writing system including both *pinyin* Romanization and simplified characters. Through projects, students will learn about Chinese culture, festivals, food

and geography. Students will also watch Chinese movies and listen to both traditional and popular Chinese music.

## **Chinese II**

Chinese II is sequential to Chinese I. In this course, students further develop their language skills and cultural understanding. Students will learn how to talk about daily schedules, expressing emotions, currency, describing people and places, occupations, colors, and clothing. Students will research and discuss Chinese painting, opera, and forms of traditional Chinese literature and poetry. In addition to the textbook, we will continue to use films and music as a way of furthering our understanding of Chinese culture. Calligraphy is introduced to help students understand character formation and establish a strong foundation in the Chinese writing system. Students will be taught how to type in Chinese and assigned projects involving computers. Students will keep a journal in Chinese which they will use weekly to help build composition skills.

**Prerequisite: Chinese I**

## **Chinese III**

Chinese III is sequential to Chinese II. This course will help students develop deeper comprehension and the ability to express oneself effectively and appropriately in Chinese. Students will make the transition from sentence level discourse to longer, more nuanced modes of self-expression. Students in Chinese III will use Chinese as their major mode of communication during class. Topics include: making apologies, accepting gifts, discussing a trip, making offerings, talking about classes, and traveling on public transportation. Students in Chinese III will use authentic materials to improve their understanding of the language, and also begin reading short stories and poetry in Chinese in order to build up their character recognition and reading comprehension. Students will keep a journal in Chinese which they will use weekly to help build composition skills. Projects will include learning how to compose letters and cards in Chinese, researching and presenting on festivals, literature, and various other areas of student interest. Students are expected to be able to type short essays in Chinese and present in Chinese to the class on projects and research.

**Prerequisite: Chinese II**

## **Honors Chinese IV**

Chinese IV is sequential to Chinese III. Students in Chinese IV will use Chinese as their major mode of communication during class. Students will watch a movie with a complete film script and be asked to read authentic Chinese stories, poems, newspapers, and other social and cultural forms of the written language. Students will continue to keep a journal and be required to compose essays each week on varying subjects. In preparation for future study of Chinese at the college level, Chinese IV begins to introduce higher-level discourse that students will need to continue to mature in their language abilities. Students will learn to travel, chat with native speakers of Chinese, express opinions, and learn how to express emotions. A heavy emphasis will be placed on practical, colloquial Chinese and more formal professional Chinese writing.

**Prerequisite: Chinese III**

### **Chinese Culture of Happiness**

Students will enjoy the celebrations of different festivals by cooking various popular healthy foods regularly and doing hands-on projects. Most importantly, students will do a Me Search. Gradually, by the end of the course, students will be able to build a personal upward spiral and happier living style by discovering Chinese culture from a scientific and global perspective.

### **Spanish I**

This first-year course is open to students in grades 8 through 12. This course aims to help students develop listening comprehension and master basic structural language patterns as well as establish fundamental skills in speaking, reading and writing. The present and simple future verb tenses are learned. A varied vocabulary including food, clothing, weather, and other topics concerning daily life is studied. Short articles are read in Spanish to reinforce vocabulary and culture topics. Projects are assigned concerning Hispanic culture. Students give an oral report in Spanish during the 4<sup>th</sup> quarter.

### **Spanish II**

This course is sequential to Spanish I. The purpose of Spanish II is to reinforce skills learned the previous year and further develop these skills. The present, past and future tenses are emphasized. Study of the Hispanic culture, history and civilization is continued. Students keep journals for two quarters and give an oral report during the 4<sup>th</sup> quarter. Students read articles in Spanish to reinforce vocabulary and cultural topics.

**Prerequisite:** Successful completion of Spanish I

### **Spanish III**

This course is sequential to Spanish II. Emphasis is placed upon comprehension and expressing oneself fully in Spanish by studying advanced grammatical forms and compound verb structures. Students read short stories and excerpts of Hispanic authors. Short written and oral reports in Spanish are required.

**Prerequisite:** Successful completion of Spanish I and II

### **Honors Spanish IV**

This course is designed for students who have mastered the skills of reading, writing and speaking at an advanced level. A high-level review of grammar is done during this course. Students read short stories and works of various Spanish authors. Writing essays and delivering oral reports in Spanish are undertaken. Students explore literature, art, music and history of the Spanish world. Students keep journals in Spanish for at least two quarters and give an oral presentation in Spanish during the 4<sup>th</sup> quarter.

**Prerequisite:** Successful completion of Spanish I, II, III

### **Honors Spanish V**

This course is a continuation of advanced Spanish writing and conversation. It encompasses listening, speaking, reading comprehension, grammar and composition.

Emphasizing the use of Spanish for active communication, it has the following objectives:

- ability to comprehend formal and informal spoken Spanish
- acquisition of vocabulary and grasp of structure to allow easy, accurate reading of newspaper and magazine articles as well as modern literature in Spanish
- ability to compose expository passages
- ability to express ideas orally with accuracy and fluency

**Prerequisite:** Spanish IV

## Vermont Dual Enrollment Program

The Vermont Dual Enrollment Program offers students the opportunity to take two FREE college courses during high school, beginning in the summer prior to the junior year. Dual Enrollment is available at all of the state colleges and at Bennington College (a private school). Students must work with their school counselor to apply for a Dual Enrollment voucher and coordinate the courses with their AMHS schedule. Transportation to the colleges is the responsibility of the family. More information is available in the AMHS School Counseling Office.

## Early College Program

The Early College Program offers students the opportunity to spend their last year of high school entirely on a college campus. The courses are free, but families may be responsible for some fees. Students must apply for this program early and work with their school counselor to make sure all high school graduation requirements are met. Students spend their senior year taking only college courses. At the end of the senior year, students receive an AMHS diploma and walk with their class at graduation, having a full year of tuition-free college completed. Early College is offered at seven Vermont state and private colleges. More information is available in the AMHS School Counseling Office.

## Work-Based Learning

### Work Study

A Work Study may be offered to eligible high school students. Students can earn high school credit based on the number of hours at the work site. A Work-Based Learning Contract must be signed by the student, parent/guardian, work-based learning supervisor, school counselor, and principal. There is a quarterly review of the student's program, and grades are given on a pass/fail basis. Transportation to the work-based learning site is the responsibility

### Southwest Tech (*formerly known as CDC*)

Southwest Tech, located in Bennington, offers a varied program of technical courses to students. The purpose of technical education is to provide students with sufficient skills to enter the workforce in an entry-level position upon high school graduation or continue with higher education. Bus transportation is provided for students attending SWTech. Most programs are available to high school juniors and seniors. Some

programs require two years to fully complete. An application and interview are required. Listed below are the programs offered and the number and type of academic credit that can be earned upon successful completion of a technical program at SWTech. The remaining credits earned are elective credits. *A complete listing of course offerings can be viewed at [www.svcdc.org](http://www.svcdc.org).*

<b>SWTech Program</b>	<b>Academic Credit</b>	<b>Academic Credit Area</b>
Accounting & Finance	1	Math
Auto Technology	1	Science
Building Trades	1	Math
Business Management	1	Math
Cosmetology	1	Science
Culinary Arts	1	Science
Forestry & Heavy Equipment	1	Science
Graphic Design	1	Art
Human Services	1	Social Studies
Law Enforcement	1	Social Studies
Manufacturing Technology	2	Math & Science
Medical Professions	1	Science
Pre-Law ( <i>1-year program</i> )	0	<i>(Elective Only)</i>
Theatre Arts	2	Art & English
Video Production	0	<i>(Elective Only)</i>