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Back Cover

The courses listed in this handbook are tentative offerings for the 2020-21 school year. Course offerings are subject to adjustment prior to the start of the school year. Every possible effort is made to provide the best schedule for each student. Please contact us if you have any questions.

Cover Image: First day of school celebratory popsicles for the entire student body.
Letter from the Principal of Woodstock Union High School and Middle School

Hello and thank you for reviewing this new and important 7-12 Course Guide describing the opportunities you will access when attending Woodstock Union High School and Middle School in the 2020-21 school year.

Our school is dedicated to providing a challenging, supportive, and inspirational learning experience for all students. Our highly credentialed, experienced, and talented faculty collaborates to create a strong 7-12 academic program while simultaneously providing educational experiences specifically designed to meet the unique developmental needs of each age group within our building.

Our students benefit from an engaging and hands-on curriculum with opportunities for interdisciplinary work. We strive to integrate 21st-century skills deliberately and systematically. Twenty-first-century skills include intelligent reasoning, positive attitudes, and practical ability that enable students to learn and achieve in core subjects and prepare for post-secondary success.

At the middle school level, our faculty collaborates regularly to personalize instruction, to develop transferable skills across disciplines, and to help each student discover and develop their individual potential. The middle school curriculum is designed to develop collaboration, creativity and imagination, critical thinking, and problem-solving. These skills provide a powerful organizing framework for learning that motivates and engages students and builds their confidence as learners as they enter the high school.

At the high school level, our program is increasingly personalized: offering students many choices for developing their own pathway to graduation and the transition to life beyond high school. Students are encouraged to create a program of study that is directed by their goals and aspirations. In this guidebook, along with a listing of many opportunities, you will find tools to help you put the pieces together for a great high school experience and to prepare you for college, the working world, and any endeavor you wish to take on next.

As you read through this guide, you will see snapshots of WUHSM students engaging in a wealth of opportunities. You will see our students traveling abroad, volunteering locally and globally, interning, experimenting, growing, building, acting, and designing.

Our faculty and staff are excited about the 2020-21 school year. We Are Woodstock!

Garon Smail
WUHSM Principal
Message from the Middle School Counselors

Choosing your courses and planning a schedule in middle school is so exciting. You are presented with opportunities to explore something new or delve deeper into subjects that interest you. Also, for the first time you can make personal decisions, based on your own needs, about how full your schedule should be. No one wants an academic load that is either too hard or too easy. Take time to reflect on how full your life is with extra-curricular activities; how much academic support you need during the school day (some students may qualify for academic support classes that are not listed in the catalog); and whether or not you are ready for the added academic challenge of learning a new language. As you make these decisions, work with your family and your current teachers. They can help guide your choices. The grades 7-9 counselors are available to assist you with any questions, concerns, or goals you want to achieve as you journey into this next phase of your education.

Sofia Bertocci, 7–9 Counselor
Vali Stuntz, 7–9 Counselor
Annie Luke, Student Assistant Professional (see page 44)

Scheduling and Course Sign Up Tips for Grades 7–8

What are Green and White Days?
Our school colors are green and white. We label each day by color as a way to keep track of which four classes you have on any given day. “Green days” include blocks A, B, C and D (Tuesday and Thursday), and “White days” include blocks E, F, G and H (Wednesday and Friday).
We also have “Mint Mondays” when all 8 blocks meet.

What is block scheduling?
The middle school has a total of 8 class periods but students only have 4 per day on Tuesday, Wednesday, Thursday and Friday. With fewer transitions throughout the day, this system promotes a school day where students are able to settle into each subject area allowing for more discussions, activities, and group work.

Which classes do I need to sign up for?
• Required classes will automatically be entered into each student’s schedule. These classes are Humanities (English and Social Studies), Science, Math, Wellness and Exploring Your Future (8th grade).
• Look at the elective classes and decide what looks interesting to you. These are classes that you get to choose, so consider trying something new.

Will I get into every elective class that I choose?
• We will do our best to get you the classes you choose but that is not guaranteed.
• There also may be additional elective classes that get developed over the summer that you can choose from when you arrive in the fall.

Advisory
As part of our commitment to meeting the social, emotional, physical, and intellectual needs of all our students, Woodstock Union Middle School has adopted a middle school-specific advisory program. All students in grades seven and eight belong to an advisory — a small community within their larger class — with whom they meet at least once a week. This time is used other days of the week for a variety of activities, including intervention/enrichment opportunities, clubs, etc.
### Sample 7th Grade Schedule

<table>
<thead>
<tr>
<th>Green Day</th>
<th>White Day</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>E</strong></td>
</tr>
<tr>
<td>First ¼</td>
<td>First ¼</td>
</tr>
<tr>
<td>Second ¼</td>
<td>Second ¼</td>
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<td>Third ¼</td>
<td>Third ¼</td>
</tr>
<tr>
<td>Fourth ¼</td>
<td>Fourth ¼</td>
</tr>
</tbody>
</table>

| **B**     | **F**     |
| First ¼   | Wellness  |
| Second ¼  |           |
| Third ¼   |           |
| Fourth ¼  |           |

| **C** | **G** |
| Science | Math |

| **D** | **H** |
| English | Global Studies |

This is a sample schedule. Times and blocks will vary each year.

**Seventh grade students are required to take the following year-long and quarter-long classes:**
- Humanities: English and Global Studies 7 (full year)
- Math (full year)
- Science 7 (full year)
- Wellness (full year)
- Arts (a minimum of 1 quarter)

**Eighth grade students are required to take the following year-long and quarter-long classes:**
- English 8 (full year)
- American Studies (full year)
- Math (full year)
- Science 8 (full year)
- Wellness (full year)
- Arts (a minimum of 1 quarter)
- Exploring Your Future (1 quarter)
The Seventh Grade Experience

How can we create a just world? What patterns exist in the world? Why do words matter? What do you wonder?

These are some of the large questions that 7th grade students at Woodstock Union Middle School are asked to grapple with throughout the year. They do it as part of Team Pathfinders, a community of learners who support one another as they seek their own answers to these questions, begin to chart their path to independence—and, of course, have fun.

Leading Team Pathfinders’ are teachers—Trail Guides—who meet regularly to strategize about how to best meet the individual social, emotional, intellectual, and physical needs of all learners. They are passionate about middle school, their subjects of expertise, and inspiring their students. They design curriculum to create opportunities for students to explore and question their world.

Seventh grade students are encouraged to explore their interests in a variety of elective courses in the arts, modern and classical languages, and science/technology.

REQUIRED COURSES: GRADE 7

HUMANITIES 7: ENGLISH AND GLOBAL STUDIES
Grade 7 All year
What are human rights? What can we do to promote them around the world? These questions guide students' 7th-grade English and Social Studies experience. Through both literature and nonfiction media, students learn about—and take a stand on—some of the most pressing issues around the globe: refugees, climate change, water scarcity, religious freedom, and cultural tolerance, to name a few. All the while, students hone key communication and collaboration skills, including reading, writing, speaking and listening, and grammar.

INTEGRATED MATH
Grade 7 All year
Integrated math is an inclusive 7th grade class designed to meet the specific needs of a wide range of learners. This inquiry-based class focuses on building strong problem-solving skills, promoting a positive mathematical mindset, and fostering effective communication. The content of this class meets the 7th grade Common Core State Standards, with a primary focus on proportional reasoning and an in-depth and more analytical way of thinking about relationships. Problem solving scenarios in this course are formulated to promote an open-ended, in-depth, and challenging exploration of the content. This class will prepare students for either Pre-Algebra or Grade 8 Algebra. To see potential math progressions, see page 17.

MIDDLE SCHOOL LIFE SCIENCE
Grade 7 All year
This course focuses on the study of organisms and their interactions with the environment as well as how life on Earth has been shaped by the changing face of our planet throughout history. Units of study include metacognition and neuroscience, ecology, microbiology, genetics, evolution and geology. We will also discuss global environmental issues such as climate change and human impact on the environment in our own backyards. Students will develop skills around modeling, communication, data analysis and inquiry. Content is drawn from the Next Generation Science Standards and aligned with the Common Core State Standards in Mathematics and English Language Arts.

WELLNESS 7
Grade 7 All year
At Woodstock Union High School and Middle School health and physical education are combined to create an integrated wellness program that, we believe, provides middle school students with the tools they need to achieve a healthy balance in their busy lives. The seven dimensions of Wellness will be the main focus throughout the course along with incorporating activities such as team sports, lifelong sports, individual sports and hobbies.

CENTER FOR LEARNING OPPORTUNITIES

Please see page 42 for more information on the Center for Learning Opportunities.
The Eighth Grade Experience

Who am I? What are my interests, strengths, and abilities? What people, places, and experiences do I hope fill the next decade of my life? How do I need to grow to realize my aspirations?

The eighth grade team meets regularly to ensure that the social, emotional, intellectual, and physical needs of all of our students are met. We are committed to middle-level best practices, our various subject area disciplines, and using technology to enhance and showcase our students’ learning.

The eighth grade team believes that our students’ futures hold unlimited and unknown possibilities, and that exploring those possibilities impacts the learning that they engage in today. Cognizant of the demands that lie ahead for students, teachers design learning activities that strike a balance between exploration and structure, high expectations and support, and personalization and collaboration.

A central experience of the eighth grade year is the Careers-Futures Project. This year-long project is an exploration of future careers and educational pathways. It involves field trips, panel discussions with professionals from a variety of fields, and student-driven research in a quarter course called Exploring Your Future. We hope that through this project and their daily learning, students discover the possibilities and opportunities that the wider world offers.

REQUIRED COURSES: GRADE 8

ENGLISH 8
Grade 8  All year
English 8 emphasizes reading, writing, and class discussion. Students read both individual and shared class texts, primarily by American authors. Texts include poetry, short stories, nonfiction, and novels. During the year, students learn and review reading strategies, improve their reading fluency through oral reading, complete exercises which help them become more proficient at extracting information and understanding text structures, and analyze and evaluate author’s craft. Students write in a variety of forms including personal essays, literary analysis, and poetry. Emphasis is placed on having students use textual evidence to support a claim, as well as understanding the interplay between purpose, audience, and tone.

PRE-ALGEBRA
Grade 8  All year
This course with emphasizes problem solving. All Common Core State Standards (CCSS) will be covered including: formulating and reasoning about expressions with exponents and radicals, using bivariate data in linear equations, solving linear equations and systems of linear equations, understanding functions and their use in describing qualitative relationships, and analyzing two and three dimensional space figures including application of the Pythagorean Theorem. To see potential math progressions, see page 17.

GRADE 8 ALGEBRA
Grade 8  All year
This is an accelerated, rigorous course that covers both 8th grade and Algebra I CCSS. The topics include the pre-algebra topics listed above and the following Algebra I topics: polynomials; equations and inequalities in one and two variables; inverse, quadratic and exponential functions; solving inequalities and systems of inequalities; and sequences. It is recommended that students enrolled in this course have earned an A in Integrated Math with Algebra Focus and typically score high on standardized math tests. Upon successful completion of this course, students will be prepared for Geometry for their 9th grade year. To see potential math progressions, see page 17.

MIDDLE SCHOOL PHYSICAL SCIENCE
Grade 8  All year
Middle School Physical Science explores fundamental concepts of physics and chemistry, as well as a number of Earth science topics. The Next Generation Science Standards (NGSS) provide the framework for the course and enable all students to apply the science and engineering practices as they learn about disciplinary core ideas and make connections to cross-cutting concepts. Students will engage frequently in project-based learning and the engineering design process. Major topics include energy (what it is, how it is transferred and conserved, and its relationship with waves and forces); matter and its interactions (including structure, properties, and reactions); and Earth’s place in the universe (including patterns of Earth’s movement in the solar system, as well as Earth’s weather and climate).
AMERICAN STUDIES
Grade 8  All year

American Studies examines the origin, nature and condition of our American culture through a study of primary and secondary sources, artifacts, and art. Some topics of study include colonialism, our nation’s founding documents, industrialization, immigration, westward expansion, reform movements, and economics. Special focus is placed on our constitutional heritage; connections between our local and national history; and our democratic, social and political traditions. The American Studies curriculum connects to the English 8 curriculum.

WELLNESS 8
Grade 8  All year

At Woodstock Union High School and Middle School health and physical education are combined to create an integrated wellness program that, we believe, provides middle school students with the tools they need to achieve a healthy balance in their busy lives. The seven dimensions of Wellness will be the main focus throughout the course along with incorporating activities such as team sports, lifelong sports, individual sports and hobbies.

EXPLORING YOUR FUTURE
Grade 8  ¼ year

This quarter-long class provides students with the opportunity to consider the world of work and how their own interests and affinities fit into that world. Students are encouraged to dream big and be true to themselves, to keep an open mind to new possibilities, and to see themselves in the “driver’s seat” with regard to career and educational planning. This course is part of a year-long project that occurs during eighth grade year: The Careers/Futures Project. Other activities that are a part of this project are career panels, an access day at CCV, and a visit to Hartford Area Career and Technology Center (HACTC).

CENTER FOR LEARNING OPPORTUNITIES

Please see page 42 for more information on the Center for Learning Opportunities.
Middle School Electives for Grades 7, 8

Modern and Classical Languages

Students entering WUMS may have varied levels of language ability. Depending on the number of years they have studied a language and their skill level, some seventh grade students may enroll in Spanish/French 1B and Spanish/French II. A placement test will be administered to any student wishing to take a level 1B or a level II language class. Placement will be determined based on the performance of that assessment and consultation with the administration. As a result, all language classes include student groupings of various ages.

**FRENCH 1A**
Grades 7, 8
All year

French 1A is an academically oriented, beginning language course which is designed to provide a strong foundation for the sequential study of French in the first half of a two-year sequence that encompasses similar material as is taught in the high school French I course. Students begin their study of the French language and culture with an emphasis on oral communication. Students also read and write French within the context of basic vocabulary and language structure. Daily homework assignments complement classwork; study skills and note-taking will be important components of the course. Students will be developing speaking, comprehension, reading and writing skills, as well as learning about the Francophone world. Games, dialogues, projects, videos, music and the 

**FRENCH 1B**
Grades 7, 8
All year

French 1B is a continuation of French 1A and together they complete the equivalent of French I. The basic text D'accord! 1 is supplemented by videos, skits, projects, and various cultural studies. Students are encouraged to speak and write French creatively in this novice language course.

**SPANISH 1A**
Grades 7, 8
All year

Spanish 1A is an academically oriented, beginning language course and is the first half of a two-year sequence that encompasses similar material as is taught in the high school Spanish I course. It is a course with high expectations of student participation and interest. Homework is assigned regularly. Students will develop speaking, listening, reading and writing skills, as well as learn about the Hispanic world. Vocabulary acquisition is emphasized through content-specific units. Students are introduced to the process of verb conjugation and the gender of nouns. Games, dialogues, projects, videos, music and the Descubre 1A textbook are part of the daily activities of this novice language course.

**SPANISH 1B**
Grades 7, 8
All year

This course continues to develop the four language skills of speaking, listening, reading and writing in Spanish. Conversation in Spanish is emphasized. The course is conducted in Spanish and students are expected to use the language in class to the best of their ability. Students continue to acquire practical vocabulary through content specific units and will be able to use and understand different verb tenses including present, several forms of past and commands. The study of Hispanic culture is also

* A placement test will be administered to any student wishing to take a level 1B or a level II language class.
integrated throughout the curriculum. Students will expand their reading comprehension using short stories and articles and their speaking through spontaneous conversations. Major classroom projects, group and individual, are done in each unit. Games, dialogues, projects, videos, music and the Descubre II textbook are part of the daily activities of this intermediate language course. This course typically has both middle and high school students.

**DISCOVERING THE ROMANS**

**Grades 7, 8**  
¼ year

This is a one-quarter introductory class to the culture, language, and history of the Romans. Students spend time in class exploring topics of daily life, food, entertainment, mythology, and art. Students also learn basic conversational Latin vocabulary and grammar, and explore the influence of Latin on our own English vocabulary. Students complete hands-on projects, participate in discussions and games, and watch multimedia presentations to learn about all of these topics and more.

**TOPICS IN ART**

**Grades 7, 8**  
¼ year

This course introduces middle school students to ways of being a “citizen of the art room.” Students explore ways of working with a variety of materials such as clay, paint, pastels, printmaking, various crafts as well as practice basic drawing skills. Each quarter will have a different topic to use a springboard for creative, open-ended and meaningful art challenges. Topics include: dragons and monsters, comics and cartooning, “face it” portraiture is no joke, advanced topics in doodling, and imaginary and hidden worlds.

**MIDDLE SCHOOL GRAPHIC DESIGN**

**Grades 7, 8**  
¼ year

This course is an introduction to the creation of graphic arts using the computer. This course enables students to identify, analyze and create various forms of visual art by utilizing the latest design software that is a current industry standard. The focus will be on finding creative visual solutions to communication problems using technical skills. Students will learn to utilize the elements and principles of design, the design process, spatial relationships, typography and imagery as they apply to practical visual solutions for print, logo design, poster design, and other real world graphic design application to create real examples of professional graphic artistry.

**IN-DEPTH EXPLORATIONS OF ART**

**Grades 7, 8**  
½ year

In this art course students are able to approach art-making in depth. There are high expectations for student participation, interest and independence in carrying out and completing projects. Students will be drawing, painting, and sculpting from life and will be developing facility with a variety of materials, which may include: clay, paint, pastels, charcoal, graphite pencil, and various forms of printmaking.

**Visual and Performing Arts**

**STUDIO ART**

**Grades 7, 8**  
¼ year

This course introduces middle school students to ways of being a “citizen of the art room.” Students explore ways of working with a variety of materials such as clay, paint, pastels, printmaking, various crafts as well as practice basic drawing skills. All students are invited to sign up and bring with them an open attitude and readiness to try new things!

**3-D ART**

**Grades 7, 8**  
¼ Year

Through creative thinking and discovery students gain an understanding of how to create successful and meaningful 3-dimensional art. Students learn how to express their ideas using a variety of materials, which may include: papier-mâché, plaster, recycled objects and clay. Students with flexible attitudes and willingness to take risks are encouraged to sign up.
EARTH ART
Grades 7, 8  ¼ year
In this course, students explore local food systems and human impact on the environment through scientific and artistic lenses. Students make connections between farming, art, food, ecosystems, people, and climate change. The course focuses on hands-on learning, which may include: developing cafeteria recipes, managing the school garden, using art to solve real-life problems, and connecting with community members.

VISUAL STORYTELLING
Grades 7, 8  ¼ year
Comics and graphic novels (sequential art) are one of the world’s greatest storytelling forms. In this quarter-long elective, students will explore storytelling techniques that blend pictures and words. They will learn how to read them, how to understand and talk about them, how to enjoy them and how to create them. Using graphic novels as mentor texts, students will practice storyboarding and figure drawing techniques. They will study and discover expressive ways to use composition, fonts, and pen & ink to create their own graphic stories.

MIDDLE SCHOOL BAND
Grades 7, 8  All year
This course is open to all seventh and eighth grade students who are looking to build their musical skills in a band setting. Middle School band meets every other day and performs throughout the year in concerts, parades, and assemblies. Students are expected to practice their instruments outside of school and to bring their instruments to class along with an enthusiastic willingness to play music!

Additional Middle School Electives

PROBABILITY AND STATISTICS
Grade 7, 8  ¼ year
Prerequisite: None
Students in this course will utilize the innovation lab to design and construct a game utilizing theoretical probabilities and including compound events and conditional probabilities. Students will also consider the concept of random sampling in construction of an unbiased survey and use the results to explore data distributions and variability.

INTRODUCTION TO COMPUTER SCIENCE
Grades 7, 8  ¼ year
This course is based on the Code.org middle school course, Computer Science Fundamentals - Express. Students study programming concepts, computational thinking, and digital citizenship. Foundational concepts of programming are taught using drag and drop blocks which are an easier way to get started than using a programming language. Students develop interactive games or stories they can share.

HORTICULTURE
Grades 7, 8  ¼ year
This in an introduction course to horticulture. Students learn key skills in plant identification and plant propagation of tropical, cacti, succulents, annuals, perennials, and vegetables plants. Students study plant botany, wildlife and their habitat, and agriculture of local and global locations. Bonsai, landscape design, and special projects (determined by the season) will round out the course.

IDEA  INNOVATION, DESIGN, ENGINEERING, ACTION
Grades 7, 8  ½ year
IDEA is a course designed to offer students the opportunity to develop creative problem-solving skills. Students will be presented with learning activities that will stimulate innovation, enhance creativity, and develop engineering skills. Students can expect to work both independently and collaboratively as they move from problem identification to solution.

A WALK IN THE WOODS
Grades 7, 8  ¼ year
A Walk in the Woods would be explicitly focused on outdoor learning, giving students for whom physical activity, hands-on learning, and connection to the natural world are of high interest an opportunity to bring their passion into school. Moreover, an appreciation of nature and outdoor recreation are important values of our community. Each quarter has a different theme: Reading Vermont’s Forests, Indigenous Knowledge, Winter Survival, Vermont Birds.
Middle School Athletics, Clubs and Other Opportunities

MIDDLE SCHOOL ATHLETICS

Woodstock Union Middle School offers a wide variety of athletic opportunities. All students are encouraged to participate in athletics, even if they have not previously played. The focus of sports at the middle school level is on skill development and teamwork. Typically middle school teams practice five days a week and have a full schedule of competitions with nearby schools and recreation departments. All teams are able to practice on campus using the many fields and gymnasiums available. WUMS has the following offerings for its students:

- **Fall**: Football, Field Hockey, Boys and Girls Soccer, Cross Country (co-ed)
- **Winter**: Boys and Girls Basketball
- **Spring**: Baseball, Softball, Boys and Girls Lacrosse, Track (co-ed)

MIDDLE SCHOOL CLUBS and OTHER OPPORTUNITIES

Whether you love to perform on stage, enjoy solving tough math problems, are a wiz at science, want to be involved in leadership activities in our school and community, or just like to socialize with your classmates, there are many different ways to be involved at Woodstock Union Middle School.

**Improv Comedy**
Plumb the depths of your creativity with games and exercises that will make you laugh, or at least groan. We practice adapting our speech, movement, and wit to new and outrageous situations.

**Interact - Rotary International Youth Group**
The Interact Club is a Rotary sponsored Service-Above-Self organization. Student members volunteer to join or can be nominated by faculty members. The organization raises funds to give to individuals and organizations in need either nationally or internationally. Members plan one community service project trip in the spring. Held once a week during lunch time.

**Jazz/Funk Band**
Jazz/Funk Band meets once a week during a club meeting time. It is designed for students who have a deep interest in music and is a supplement to students enrolled in MS Band (not instead of). The MS Jazz/Funk Band performs several times a year. Students who are interested should arrange for an audition.

**Math Team**
Our Math Team belongs to the Twin State Math League. We compete in 4 regular season meets, and qualifiers compete in an all-star meet at the end of the year. Weekly practice sessions are held to prepare for each meet's topics.

**Middle School Dances**
There are five dances a year including the end-of-year Spring Dance. Enjoy the latest hits put on by our rockin DJ, all while snacking on yummy treats and socializing with friends!

**Middle School Yearbook**
Students create the annual yearbook. Students will work with Mrs. Henderson during their lunchtime once a week, and twice per month during agreed upon meeting times after school.

**Queer Straight Alliance**
The Queer Straight Alliance provides a safe space for students identifying as Lesbian; Gay; Bisexual; Transgender; Queer and Questioning AND their Allies to meet and discuss issues concerning their community. Members of QSA need only have an open mind, a dedication to fairness and a sense of humor. Meetings are held weekly during A.R.E. time.

**Scholar’s Bowl Academic Knowledge Competitions**
Scholar’s Bowl is an academic quiz challenge for secondary schools in Vermont. There are contests through the year with the winning team invited to a national meet in the spring. The format is jeopardy style questions with buzzers. We meet weekly during A.R.E. time from October through May.

**Student Council**
The Student Council plans Middle School assemblies and other full-school events, including fundraising for charities. The Student Council meets once a week during the Advisory block.

**Theater**
WUHSMS has a very active theater program, producing 5-6 plays each year and participating in a variety of competitions. Middle School students with an interest in theater (either as a player or a techie) are encouraged to check the “call board” for upcoming productions or see the theater director. Typically there is one production a year that is designated as a middle school production, but middle school students are also cast in other productions. Rehearsals usually begin approximately 6 weeks before a performance and are after school.

**Vermont Kids Against Tabacco (VKAT)**
The goals of VKAT Club (middle school) are to reduce youth smoking/vaping rates and to create and support youth leaders by: Educating peers about the dangers of smoking and vaping; raising awareness of the tobacco industry’s advertising and marketing tactics; and modeling healthy behaviors for younger students.
WUHSMS Innovation and 21st Century Learning

NUVU Program
WUHSMS is partnering with NuVu, an innovation school based in Cambridge, Massachusetts, to create a studio experience and curriculum where students can practice “navigating the messiness of the creative process, from inception to completion.” Teachers and students access this lab for a wide range of projects, working with a NuVu Fellow on a curated design studio prompt carried out in the Innovation Lab. The NuVu fellow works with teachers to best incorporate any required content standards or learning objectives into the creative process and allow for student agency in projects. Students are exposed to the technologies and processes which best align to the content and expected creative outcome. These may include but are not limited to: hand prototyping, 2D CAD drawing, 3D modeling, laser cutting, 3D printing, electronics, coding, animation, video game design and many more.

Innovation Lab
Thanks to a series of grants from local individuals and businesses, WUHSMS embarked on a process of converting an under-utilized portion of the school building into an Innovation Lab. The goal of the lab space is to provide the tools necessary to grow a design-focused curriculum for all students and teachers to access. The space has a variety of tools for students to use, including a laser cutter, several 3D printers, computers, design software, and a variety of hand tools.

1:1 Chromebooks
We believe that 21st century technology tools are an important ingredient for teaching and learning at WUHSMS. Having access to these tools prepares our students for learning and careers within and beyond our school. Every student is issued a personal Chromebook upon entering the 7th grade. Through the meaningful use of technology our students learn ways to be skilled information processors, collaborative workers, effective communicators, self-directed learners, and responsible citizens.

The Rhoda Teagle Library
There is a wealth of print and digital resources available in the Rhoda Teagle Library. These resources include a collection of 17,000 books, 30+ magazine subscriptions, desktop computers, kindles, access to InfoTrac (a database of thousands of magazines and newspapers), and subscriptions to online resources such as ancestry.com and turnitin.com. The library provides curriculum support and materials to students, staff and teachers. The library promotes reading, discussion skills and critical thinking skills through book clubs for students and adults, author visits and participation in the Vermont Reads program. Students are encouraged to take on responsibilities in the library through the adopt a shelf program which promotes collection care and collection development.
Message From Counseling Services

Your high school career is a building block to your future. It is also a time of decisions. You are deciding who you are, where you fit, what you do well, and how to move forward all the while trying to become independent, experiment with new ideas, and form an identity. Whether your post-secondary school plans include entering the workforce, joining the military, taking a GAP year, or attending college, these years will count. Our mission is to serve all students at Woodstock Union High School and help them to reach their goals.

As students earn credits towards graduation they will be encouraged to follow their interests and skill sets to explore coursework and experiences that will help direct a path beyond high school. Your school counselor is your advocate and resource to support you in your ideas and plans.

We encourage families to discuss the information in this course guide in order to make the most informed choices about course selection. Use this opportunity to talk about career goals and the education necessary to achieve these goals. When you have a question or thought please feel free to seek out your school counselor for support.

Chris Cate, Director of Counseling Services, 10–12 Counselor
Nerissa Edwards, 10–12 Counselor
Sofia Bertocci, 7–9 Counselor
Vali Stuntz, 7–9 Counselor
Annie Luke, Student Assistant Program
### Woodstock Union High School Academic Preparation Chart

<table>
<thead>
<tr>
<th></th>
<th>Career/College Credit Requirements</th>
<th>Selective College Preparation**</th>
<th>Very Selective College Preparation***</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>3 credits</td>
<td>4 credits including AP</td>
<td>4 or more credits including AP</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits: Integrated Environmental Science, Biology/AP Biology and a Physical Science</td>
<td>4 credits including AP</td>
<td>4 credits including AP</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3 credits: Modern World, US History, American Government &amp; Politics and Additional .5 credit</td>
<td>3 credits**</td>
<td>3 or more credits***</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>4 credits: English I, English II, English III, English IV</td>
<td>4 credits** including AP</td>
<td>4 or more credits including AP</td>
</tr>
<tr>
<td><strong>Modern and Classical Languages/Technology/Arts/Music</strong></td>
<td>3 credits (Many colleges require two or three credits of one language)</td>
<td>3 credits (Many colleges require two or three credits of one language)</td>
<td>4 or more credits (Many colleges require two or three credits of one language)</td>
</tr>
<tr>
<td><strong>Wellness: Physical Education and Health</strong></td>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td><strong>Additional Learning Opportunities</strong></td>
<td>Independent Studies, Internships and Service Learning Projects through the Center of Community Connections (C3); Dual Enrollment, Virtual High School (VHS) and other elective classes. All of these opportunities contribute to personalization and Flexible Pathways opportunities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Minimum credits required**

- **Career/College Credit Requirements**: 25 credits
- **Selective College Preparation**: 25 credits (more recommended)
- **Very Selective College Preparation**: 25 credits (more recommended)

* Technology credits include AP Computer Science, Digital Photography, Graphic Design I and II, Virtual High School, Photography I and II, Computer Programming I and II, Horticulture Science, and Hartford Area Career Technology Center courses (labeled T)

** College Preparation: Advanced Placement (AP) courses and/or Dual Enrollment are recommended

*** Very Selective College Preparation: AP courses and/or Dual Enrollment are strongly recommended when deciding on AP courses the Counseling Services Office recommends choosing one in your area of interest.
Schedule and Changes

Every effort will be made to schedule students to meet their academic needs. Every student should have a designated placement each block of the day.

- Schedule changes will be processed FOUR DAYS BEFORE SCHOOL AND THE FIRST FOUR DAYS OF CLASSES.
- Dropping a class after the first four school days of the first semester or the first four school days of the second semester will result in a permanent grade on the report card/transcript, NC (no credit).
- All schedule changes need final approval by an administrator. All paperwork must be completed through the administrative office prior to the student attending any new classes.
- Schedule change request forms can be found in the counseling office and at www.wuhsms.org.
- No dropping is allowed during fourth quarter.

Course offerings and number of times a class is offered per year are determined by the number of student requests. Not all classes are offered every year. Students are asked to pre-enroll in classes of their choice. The master schedule is developed from this information. The master schedule is subject to change.

Student Graduation Policy

To graduate from Woodstock Union High School, a student must earn 25 credits. The required distribution can be seen on page 15.

A full time student at WUHS must take the minimum credits set below.
Minimum credits required:
Freshmen 6.0    Sophomores 6.5    Juniors 6.5    Seniors 6.0

Credits for a high school diploma are earned beginning with the freshman year.
Grade status is determined by the number of credits earned, not by the number of years in attendance.
The following is the break down of the minimum credits to be in each class:
Sophomores 6.0    Juniors 12.5    Seniors 19.0

Prior approval is mandatory for off-site, online or dual enrollment courses. This is especially important for courses desired to meet graduation requirements.
Students wishing to graduate early should talk with their school counselor.

Senior Status
A student must have 19 credits to be considered a senior.
Math

The mathematics department strives to provide rich mathematical learning experiences for all students and is dedicated to the proposition that all students can learn mathematics. Courses are designed both to lead students to a deeper understanding of mathematical concepts and to promote problem solving through the application of key math practices. The math department fosters knowledge and skills in the following Anchor Standards: Sense Making and Problem Solving, Reasoning, Arguing and Critiquing, Modeling, Using Tools Strategically, Attending to Precision, Making use of Structure, and Recognizing and using Patterns.

If a student would like to take 2 or more math courses in the same school year, with the exception of Computer Programming, it is strongly suggested that the student talk with their counselor, math teacher, and/or the Math Department Chair.

Woodstock Union High School and Middle School Math Progression Map

ALGEBRA I
Grades 9, 10, 11, 12 1 credit
Course Prerequisite: Pre-Algebra or Grade 8 Algebra

Algebra is the foundational course for all mathematics. This student led course will have students discussing expressions, equations, inequalities and how to use them to solve problems. Students will be developing modeling skills (creating tables of values, pictures, graphs and equations) to help them make sense of the world around them. The course is structured with small groups discovering mathematical concepts. Students who succeed in this course are ready for Geometry.

ALGEBRA II
Grades 9, 10, 11, 12 1 credit
Course Prerequisite: Geometry or concurrent enrollment in Geometry

Algebra II is designed to further the preparation of students for advanced mathematical study. Students will continue to strengthen their reasoning and problem solving abilities and extend their Algebra I skills through a series of inquiry-based units that cover linear exponential and quadratic functions. Strong emphasis will be based upon deepening our understanding of math by seeking out connections and using productive math discourse.
GEOMETRY
Grades 9, 10, 11, 12  1 credit
Course Prerequisite: Algebra I

This course is designed to increase students’ problem solving ability. Students will identify patterns and structure, present findings in multiple ways, explain their thinking, critique and debate the findings of their peers, identify errors in reasoning, and reflect on the process of investigation to arrive at a general solution method. Topics include: Geometric structure and notation, the properties and congruence of geometric figures transformations, geometric constructions, coordinate geometry, geometry of circles, and an introduction to trigonometry. Students who succeed in this course are ready for Algebra II.

TRIGONOMETRY
Grades 11, 12  1 credit
Course Prerequisite: Algebra II

This course will begin with another look at some of the functions studied in Algebra II. Students will focus on function notation and transformation of those functions before moving to an investigation into Exponential and Logarithmic functions. The course will then begin an in-depth study of the trigonometry of right triangles and extend that thinking to angles of rotation. Students will be exposed to radian measure and use it to analyze the behavior of periodic functions and the many applications of these functions. Students will work to prove trigonometric identities and create a culminating project centered around the idea of a periodic function. Students who succeed in this course are prepared for Pre-Calculus or College level math courses.

AP CALCULUS AB
Grades 11, 12  1 credit
Course Prerequisite: Pre-Calculus

In this course, students will study (at least) all topics from the College Board’s Calculus AB course description. The course approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. The course includes a variety of approaches of varying degrees of formalism: theory is balanced with concrete examples. Students can expect to learn topics ranging from limits through derivatives, simple differential equations, antiderivatives, and integrals. Polynomial, rational, and transcendental functions are also studied. A graphing calculator, preferably with the capabilities of a TI-84, is required for this course. The Advanced Placement exam, given in May, is a course focus.

PERSONAL FINANCE
Grades 10, 11, 12  ½ credit
Elective

This course will prepare students to be competent consumers in today’s world. The instructional approach combines lecture, large and small group work, projects, individual work, and appropriate use of technology. Personal Finance includes topics that will be of practical use beyond the classroom such as budgeting, taxes, and banking. Students who succeed in this course will be prepared mathematically for life after high school.

STATISTICS
Grades 11, 12  1 credit
Course Prerequisite: Algebra II

This is an introductory statistics course designed to provide a basic understanding of descriptive and inferential statistics. We will use Statistics and Probability with Applications, 3rd Ed. in e-book form as our primary resource. Through the examination of real-world data, students will develop an awareness of the ubiquitousness of data collection and analysis in our digital age. Furthermore, students will recognize and examine the ethical complexities that arise in the reporting and usage of analytical findings. Topics include: One and two variable data analysis, Methods of data collection, Probability, Random variables, Sampling distributions, Confidence intervals, Significance tests, Inference for categorical variables, and regression analysis.
Computer Science

Courses in computer science are designed to foster knowledge and skills in the following Anchor Standards: Digital Citizenship, Recognizing & Defining Computational Problems, Developing & Using Abstractions, Creating Computational Artifacts, Testing & Refining, and Communicating.

**COMPUTER PROGRAMMING I**
Grades 9, 10, 11, 12  
½ credit (T)
Course Prerequisite: Algebra I

This course teaches basic programming. Students learn fundamental computing skills while designing, coding, and debugging their own computer programs. Student will work on games, basic math and geometry, physical outputs using our laser cutter or 3D-printer, and visual design. Game designer John Romero says that "programming is a creative art form based in logic", and this class aims to help students experience this from many angles. Communication and collaboration are emphasized.

Students are encouraged to immediately follow this course with Computer Programming II, which together will provide the background to ensure a smooth transition into AP and college-level computer science courses. Also available for ½ technology credit.

**COMPUTER PROGRAMMING II**
Grades 9, 10, 11, 12  
½ credit (T)
Course Prerequisite: Computer Programming I

This course provides students with more depth on the their experiences in Computer Programming I. Projects are the central focus while students learn new skills necessary to publish their work online. Additional topics include data-driven design and animation. Together with Computer Programming I, this course will provide the background to ensure a smooth transition into AP and college-level computer science courses. Also available for ½ technology credit.

**AP COMPUTER SCIENCE PRINCIPLES**
Grades 10, 11, 12  
1 credit
Course Prerequisite: Computer Programming II

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns. In addition to deepening their skills as programmers, students think creatively and apply rigorous analysis techniques to current societal issues in computing. The Advanced Placement exam — which is composed of two in-class projects and a traditional multiple-choice exam — is a course focus and requirement.

**AP COMPUTER SCIENCE**
Grades 11, 12  
1 credit
Course Prerequisite: AP Computer Science Principles

This course covers the curriculum described in the College Board’s Advanced Placement Course Description for Computer Science, which is roughly equivalent to a 1st semester college course in computer science. The course approach combines projects, programming exercises, independent study, and group work. Students use the Java programming language to learn important programming structures, algorithms, and the principles of object-oriented programming. They experience multiple programming tools used by professionals and contribute to a real-world software project used by people outside the classroom. The Advanced Placement exam, given in May, is a course focus and requirement.

**ARTIFICIAL INTELLIGENCE I**
Grades 11, 12  
½ credit
Course Prerequisite: AP Computer Science Principles

Self-driving cars, Google Translate, photo apps that recognize your face, voice assistants like Siri and Alexa, these are all systems built on the principles of artificial intelligence. This one-semester course is an introduction to the algorithms used by programmers for teaching computers how to make decisions in uncertain environments. While the field of AI is rigorous and highly practical, it is also a field that is rich with puzzles and games. As such our readings, assignments, and structured projects will be focused on playful AI systems. Prior to taking this class, students must have already gained a strong foundation in programming. This class is largely self-paced and students must be comfortable troubleshooting independently while programming alone and in small groups.

**ARTIFICIAL INTELLIGENCE II**
Grades 11, 12  
½ credit
Course Prerequisite: Artificial Intelligence I

Students start this one-semester course by taking a deeper look at a few specific fields in the domain of Artificial Intelligence, including risks and benefits to society. The students then research, design, and implement their own AI system using data from a topic that interests them. Students in this class are expected to work largely independently, doing most of their programming outside of class, with class sessions generally being seminar-style discussions of AI issues and programming problems.
Science

The science department offers courses spanning a breadth of content areas to foster knowledge and skills in science and engineering practices. The three-year science requirement is designed to expose students to Engineering, Earth Science, Life Science, and Physical Science subjects. Anchor Standards build knowledge and skills in the following areas: Modeling, Investigating, Analyzing, Computational Thinking, Explaining, Arguing, Communicating, and Designing.

INTEGRATED ENVIRONMENTAL SCIENCE (IES)

Grade 9  1 credit

Integrated Environmental Science (IES) offers all 9th grade students an introduction to the core subjects of biology, physics, chemistry and earth systems through the examination of major, relevant themes in science. The course approach combines questioning, experimentation, observation, data analysis, small and large group work, and projects. The goal of this course is to build in each student a foundation in the core subjects, while developing the laboratory, critical thinking, problem solving, technology and communication skills necessary to be an engaged citizen scientist in the 21st century.

INTRODUCTION TO PHYSICS AND CHEMISTRY

Grades 10, 11, 12  1 credit
Course Prerequisites: IES

In this blend of Astronomy, Chemistry, and Physics, students will explore a wide variety of important Physical Science concepts. Students can expect to perform in a variety of modes including lab investigations, modeling and revising ideas, and writing explanations and arguments as they try to explain the natural world at a deep, fundamental level.

BIOLOGY

Grades 10, 11, 12  1 credit
Course Prerequisite: IES

Students taking Biology will focus their learning on four major units: the physiology of organisms, matter and energy, inheritance and genetics, and evolution and natural selection. The course approach combines questioning, modeling, discussion, experimentation, observation, data analysis, and small and large group work. The goal of this course is to build in each student a foundation for biology, while developing the science and engineering practices necessary for argumentation and critical thinking in the real world.

AP BIOLOGY

Grades 10, 11, 12  1 credit
Course Prerequisite: IES

In Advanced Placement Biology, students will cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, and inheritance. The structure of this class will combine laboratory work, case studies, readings, test practice and field trips to cover all topics included in the Biology AP Examination. Students will build critical thinking and observation skills, laboratory and presentation techniques.
AP CHEMISTRY
Grades 10, 11, 12
Course Prerequisites: IES

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This AP course addresses the areas of Periodic Table trends, Bonding and Energy, Stoichiometry, Chemical Equilibrium, Rates and Energetics of reactions, and more. With this curriculum framework as its foundation, students who take the AP Chemistry course will also develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

AP PHYSICS 1
Grades 10, 11, 12
Course Prerequisites: IES

The AP Physics 1 course is designed to be the equivalent of the introductory Physics course usually taken during the first college year (often referred to as “Mechanics”). This AP course addresses the areas of Energy and Motion, Gravity and Gravitational Energy, Rotational Motion, DC Circuits, Electric Charge & Electric Forces, and Mechanical Waves & Sound. With this curriculum framework as its foundation, students who take the AP Physics 1 course will also develop advanced inquiry and reasoning skills such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses.

AP ENVIRONMENTAL SCIENCE
Grades 10, 11, 12
Course Prerequisites: IES
Elective

In Advanced Placement Environmental Science, students will observe and critically analyze environmental problems in order to understand the relationships between natural systems on Earth. The structure of this class will combine laboratory work, case studies, readings, test practice and field trips to cover all topics included in the Environmental Science AP Examination. Students will build critical thinking and observation skills, laboratory and presentation techniques and studying/test taking skills.

ASTRONOMY I
Grades 9, 10, 11, 12
Course Prerequisites: IES, Algebra 1
Elective

In this course, students will explore big ideas in Astronomy—gravity, star life cycles, the nature of and movement in the solar system, etc—through both traditional classroom activities and project-based learning. Students will be expected to work in both individual and small-group modes and can anticipate developing linguistic, mathematical, digital, and manual skills.

ASTRONOMY II
Grades 9, 10, 11, 12
Course Prerequisites: IES, Astronomy I, Algebra 1
Elective

In this course, students will continue to explore big ideas in Astronomy—gravity, star life cycles, the nature of and movement in the solar system, etc—through both traditional classroom activities and project-based learning. Students will be expected to work in both individual and small-group modes and can anticipate developing linguistic, mathematical, digital, and manual skills.
SKILL-BUILDING FOR INNOVATION
Grades 9, 10, 11, 12 ½ credit
Course Prerequisites: IES
Elective

In this introductory design course, students will develop both “hard skills” (2- and 3-d drawing programs, coding with Arduinos, machine work, tools work, etc.) and “soft skills” (ideation, empathy, collaboration, etc.) with an emphasis on short, challenging, and common projects (that is, all students or student teams working on similar projects at any given moment). A main goal of this course is to develop students who can identify “needs” of others and develop solutions to meet those needs via an appropriate technology choice. Successful completion of this course is necessary for students to enroll in the Innovation Studio course.

INNOVATION STUDIO
Grades 9, 10, 11, 12 ½ credit
Course Prerequisites: IES and Skill-building for Innovation, or permission from instructor.
Elective

In this course, students will be largely self-directed as they identify essential projects - those with a clearly identified individual or community needs - and develop and create workable solutions. Though largely self-directed, students will be overseen by an instructor and will have regular meetings to share and discuss goals and progress, identify essential nexts steps, and communicate their work to the outside world. Providing and receiving critique from classmates and instructors will be an important part of this course.

SCIENCE RESEARCH I and II
Grades 9, 10, 11, 12 ½ credit or 1 credit
Elective

In this semester-long course, students will work towards the development of a research project, with an eye towards submission to the Vermont State Science, Math and Engineering Fair. Students will work individually and collaboratively on the following stages of a research project:

a) Developing a truly testable question
b) Studying the background literature in a chosen field of study
c) Creating a robust and effective test procedure
d) Anticipating and practicing the necessary data analysis skills
e) Early implementation of test procedure

By the end of the semester, each student will decide if she or he wishes to continue with the work and commit to the Science Fair submission process.

SCIENCE RESEARCH II
Grades 9, 10, 11, 12 ½ credit
Course Prerequisites: Science Research I
Elective

In this follow-up course to Science Research I, students will implement their test procedures, analyze the collected data, and develop a scientific poster for display and defense at the Vermont State Science, Math and Engineering Fair.

HORTICULTURAL SCIENCE
Grades 9, 10, 11, 12 1 credit
Science, Technology or Elective Credit

Horticulture Science is a unique and practical course that will provide students with an overview of more than fifty areas of studies within the field. This is a hands-on course featuring independent learning opportunities along with transfer of knowledge from the Introductory Horticulture textbook. Areas of Horticulture explored include: outdoor plant identification (Ethnobotany: history, food and medicine), plant propagation, botany, the art of Bonsai, holiday flower design and wreath making, soil science, plant elements, seed development, independent study, greenhouse plant projects (labs), insect and diseases, genetically modified organisms (GMO’s) food dish projects, organic growing, landscape projects and design work. This course allows students to grow and then take home their plant projects, including flowers and vegetables for the garden.

To see all Horticulture offerings go to page 36.
Social Studies

Social Studies offerings are designed to provide a breadth of content that provides the opportunity for meaningful inquiry and analysis. The courses are aligned to the College, Career and Civic Life (C3) Framework for Social Studies State Standards and Common Core State Standards and make abundant use of primary and secondary source material. Knowledge and skills are built in Social Studies courses through the following Anchor Standards: Sourcing, Taking Action, Arguing & Explaining, and Speaking & Listening.

MODERN WORLD HISTORY HUMANITIES
Grade 9

Modern World History is a one-year, one-credit course that focuses on the historical and cultural development of the modern world. The beginning of the year will focus on the political, cultural, and economic transformations that occurred as a result of global exploration. Following global exploration, students will examine the various political and economic revolutions that reshaped various societies and the world as a whole. Similarly, students will have the opportunity to delve into the major political, social, and economic factors that gave rise to the global conflicts of the first half of the 20th century. Finally, students will explore emerging social, political and economic trends surrounding globalization, and connect these back to earlier units of study. By the end of the course students will demonstrate a greater understanding of the modern world and its historical legacy.

UNITED STATES HISTORY
Grade 10

This course follows a thematic and chronological approach in order for students to learn about the cultural, social, political, and economic history of the United States. Within the unit of study students will explore the specific events that defined the eras in United States history while simultaneously recognizing how many issues confronting Americans transcend time. The instructional approach will be through group work and discussion, lecture, and research as students move into the realm of complex synthesis, analysis and evaluation of the cultural, political and economic history of the United States. Students will employ skills such as the investigation and analysis of documents, essay writing, debating, in-class discussion, and peer collaboration.

AP UNITED STATES HISTORY
Grades 10, 11, 12

This is a rigorous, college-level survey course in preparation for the AP exam and requires a great deal of student commitment. Students should come to this course with strong writing, reading comprehension, and analytical skills. This course requires students to be fully prepared to participate in discussions, activities and document analysis. In preparation for the AP exam students will learn to compose lengthy essays in a limited time while using their historical understanding to meet the demands of multiple types of questions. In class, students will also have the opportunity to participate in simulations and explore areas of their own interests through book reviews and micro-research projects.

AMERICAN GOVERNMENT AND POLITICS
Grades 11, 12

This semester-long course examines aspects of government and politics in the United States. It looks at the foundations of American government; the structure and principles of the Constitution; the rights and freedoms provided to citizens; the role of the citizen, interest groups, political parties, and the mass media in shaping government policy; and the development of domestic and foreign policies. The American democratic system of government requires an informed citizenry that actively engages in the political process.
AP U.S. GOVERNMENT AND POLITICS
Grades 10, 11, 12  1 credit

This year-long course prepares students for the Advanced Placement examination in Government and Politics. The course provides students with an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret the United States government and politics and an analysis of specific examples. Students will learn through an in-depth examination of seven major topics which include issues such as separation of powers, political action committees (PACs), the rights of minority groups and women, and the role of the media in politics—to name a few.

CURRENT EVENTS
Grades 10, 11, 12  ½ credit

Course Prerequisite: Modern World

This course will explore current events from a global perspective. Possible topics of study include politics, government, war, poverty, genocide, racism, the environment, minorities, and human rights. Central questions to contemplate would be: What are the world’s most pressing issues? What are possible solutions? What is the role of the US nationally and internationally in the 21st century? And, what is the role of the individual on the local, state, national and global levels? Throughout the semester, students will be involved in a variety of activities including research papers, oral presentations, writing and reading assignments.

PSYCHOLOGY
Grades 10, 11, 12  ½ credit

Course Prerequisite: Modern World

This course is designed for students who would like a better understanding of the basic fundamental theories and concepts of human behavior. Topics include sensation, perception of learning, language development, memory, emotion and motivation, abnormal behavior, human growth and development, personality development, and altered states of consciousness. The instructional approach is through small group work, class discussions, lecture, films, field trips, and presentations.

PHILOSOPHY
Grades 10, 11, 12  ½ credit

Course Prerequisite: Modern World

Philosophy will nurture complex thinking by calling on students to investigate the core questions of epistemological inquiry: 1) What does it mean to claim to “know” something and 2) If “knowing” is possible, what “pathways of knowing” and “areas of knowing” can lead us to real “knowledge?” As a project-driven course, Knowledge and Belief will provide many opportunities for student collaboration. In being challenged to articulate their views in written and verbal formats, students will develop effective communication skills. And by reflecting on the role we as seekers of “knowledge” play in the global community, students will understand the responsibilities we all have to each other.
English

The study of English is more than reading books and learning to write. Learning is focused on using reading and writing to think critically, make informed decisions, and to express the ideas of self and others. Students are exposed to a variety of genres, from literature of America and around the world. They also explore a variety of voices, from the cannon and from the contemporary world. Knowledge and skills are built in English students through the following Anchor Standards: Reading, Writing, Speaking & Listening, and Language.

Note: During junior year students will have the option to choose AP English Literature & Composition or English III. Seniors have a choice between AP English Language & Composition or English IV. However, if a senior has not taken AP English Language & Composition they may elect to take this or AP English Language & Composition.

**ENGLISH I**
Grade 9 1 credit
Course Prerequisite: Summer Reading and Writing Assignment
Reading/Writing Level: All abilities

This course has four focus areas: literature, language fundamentals, discussion/presentations and writing. In the literature component, students read from a wide variety of texts addressing themes such as: discrimination, betrayal, friendship, struggle, empowerment, and coming of age. The language component consists of vocabulary development and a thorough review of G.U.M. (grammar, usage, and mechanics). The writing component includes: journals, arguments, research, and narratives. The focus is on the skills needed to complete a clearly argued five-paragraph essay backed with evidence. Students will also participate in collegial discussions and Socratic Seminars around the literature we read and topics we research. At times, they will formally present their work in front of the class with the use of digital media. Students will work towards proficiency on the 9/10 Common Core English Language Arts Standards in reading, writing, language, speaking and listening.

**ENGLISH II**
Grade 10 1 credit
Course Prerequisite: English I
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: All abilities

This course emphasizes reading, writing, and reacting to American issues and institutions as revealed in American literature, art, music and popular culture. Through literature, students will learn about evolving American identity and culture. Students will also develop more sophisticated research skills, continue to master MLA style conventions, and engage in in-depth projects demanding more advanced writing skills. Students will be expected to reach proficiency or beyond on the 9/10 Common Core English Language Arts Standards in: reading, writing, language, speaking and listening.

**ENGLISH III**
Grade 11 1 credit
Course Prerequisite: English I and II
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: All abilities

This course builds on the 10th grade curriculum by intensifying the sophistication of the reading and enforcing critical thinking and writing skills. The focus is on world literature and will address the human condition and the shared values that connect many literary traditions and societies. Vocabulary, research, and grammar will continue as integrated focus points in the curriculum throughout the year. Students will work towards achievement of the 11/12 Common Core English Language Arts Standards in: reading, writing, language, speaking and listening.

**ENGLISH IV**
Grade 12 1 credit
Course Prerequisite: Completion of English I, II, III;
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

English IV is designed to prepare students for the work that will be required of them at the career and college levels. Students will hone their analytical, independent and critical reading skills. This class strongly emphasizes writing, in particular those methods, forms and processes that will be necessary for clear, effective and persuasive communication, both orally and in writing. In English IV, students will have an opportunity to enhance their study of fiction as well as analyze, synthesize and evaluate non-fiction texts such as essays, articles, visuals, memoirs and speeches. Recognizing and working with complex arguments and other rhetorical strategies is another essential focus of this senior level English course.
AP ENGLISH LANGUAGE & COMPOSITION
Grade 11  1 credit
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

This course focuses on rhetoric, argument, grammar, usage and mechanics as means to help advanced English students enhance their ongoing study of fiction, as well as analyze, synthesize, and evaluate nonfiction texts: essays, biographies and autobiographies, speeches, sermons, and passages from writings in the arts, history, social science, politics, science, and other areas of study. Social activism inevitably rises as a central aspect of studies in this course. Researched argument papers are required of AP English Language and Composition, so only students who are already strong analytical writers about literature in primary, authentic ways are encouraged to enroll. When students are asked to synthesize the experiences and opinions of others into their own essays they are essentially engaging conversations with other writers and thinkers. As the College Board promotes, “the results of such conversations are essays that use citations for substance rather than show, for dialogue rather than diatribe.” Students are expected to complete the summer reading assignment by early August and to take the AP English Language and Composition Exam in May.

AP ENGLISH LITERATURE & COMPOSITION
Grade 12  1 credit
Mandatory Summer Reading and Writing Assignment
Reading/Writing Level: Advanced

This course is intended to provide a challenge and an opportunity for serious students to work with more depth and independence than in other high school English courses. Advanced Placement English Literature and Composition is part of a national program of college-level courses and exams for secondary students. Literary analysis of various genres (short stories, novels, poetry, essays and plays) is emphasized as well as skills in oral and written expression. Students are expected to complete the summer reading assignment by early August and to take the AP exam in May.

JOURNALISM
Grades 9, 10, 11, 12  ½ credit
(offered the Fall semester with the option to take multiple times and to continue writing outside the course, if interested, through The Buzz Club).

This course provides the opportunity for students to learn the fundamentals of journalism through planning, writing, editing, and photography. We will also explore the First Amendment and the media’s role in relation to this freedom. A primary emphasis will be placed on journalistic writing in a variety of different styles including: news stories, features, reviews, and editorials. Grammar, usage, and mechanics’ skills will be taught and reinforced in the editing process. All students will write articles for the school newspaper, The Buzz.
Modern and Classical Languages

The Modern and Classical Languages Department offers three languages to WUHS students: French, Spanish, and Latin. All three are taught in accordance with the national standards developed by the American Council on the Teaching of Foreign Languages. The primary objective of language learning is for WUHS students to communicate effectively and to comprehend the products and perspectives of native speakers. The department encourages language learning as a lifelong endeavor, bringing a global competence to students’ future careers and experiences. Anchor Standards assessed in language classes are: Interpersonal Communication, Interpretive Communication, Presentational Communication, Intercultural Communication, and Comparisons.

Seal of Biliteracy

The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. The Seal encourages students to pursue biliteracy, honors the skills they have attained, and serves as evidence of skills that are attractive to future employers and college admissions offices. The state of Vermont has endorsed this award and seniors who will be eligible will receive it at graduation. The language teachers will explain the processes required to achieve this honor to all students.

FRENCH I

Grades 9, 10, 11, 12

1 credit

French I is an introduction to French language and culture. This course will give students the ability to discuss themselves, family, friends, school, and daily life. They will also become acquainted with different aspects of the culture of France and other French-speaking countries. Text: D’accord!, as well as audio and visual materials. Students will be active participants in this communication-based course.

FRENCH II

Grades 9, 10, 11, 12

1 credit

Students continue to develop their ability to speak, understand, read and write French. During the second half of the year, the class is conducted primarily in French, oral work is emphasized, and self-initiated conversation is encouraged. Students continue learning vocabulary and will be able to converse and write using present, past, and future tenses. The study of French culture is an integral part of each lesson. Text: D’accord!, as well as audio and visual materials. Students will be active participants in this communication-based course.

FRENCH III

Grades 9, 10, 11, 12

1 credit

Students continue to develop their ability to speak, understand, read and write French. The course is taught primarily in French. Each unit of study includes grammar, verb, and vocabulary acquisition which are applied in assignments. Students are introduced to literature. Cultural studies include art, music, history, and the French speaking areas of the world. Text: D’accord!, as well as audio and visual materials. Students will be active participants in this communication-based course.

FRENCH IV

Grades 10, 11, 12

1 credit

This course is conducted in French and students will make use of both literary and cultural texts as well as the Internet to strengthen their French speaking and writing abilities, and to deepen their understanding of French culture and civilization. Students will review previously studied grammar and will be required to write on contemporary issues. Students will also learn about French history, with a concentration on events leading to the French Revolution up to the 2nd Empire of Napoleon III. Successful students of French IV can look forward to continuing their studies in either AP French or Advanced Studies in French. Text: Trésors du temps.

AP FRENCH

Grades 11, 12

1 credit

This course is designed as the second part of French IV as a preparatory year for the AP test, administered at the school. Students will continue to study contemporary French culture as well as Modern French Literature. Additionally, students are expected to use audios and videos from France to perfect their speaking and listening skills. Students will read from the French press, via the Internet, and will be expected to work
on grammar and vocabulary exercises in preparation for the exams. They will also be required to work independently on two projects concerning French culture, and to present these studies to the class. They will take the Advanced Placement exam in May. E-texts: AP French, Richard Ladd; Allons au-delà and Texts: Une Fois Pour Toutes; Breaking the Barrier

ADVANCED TOPICS IN FRENCH
Grades 11, 12 or by permission of the instructor  1/4 credit per quarter
Course Prerequisites: Four years of language study
Proficiency based course with a focus on communication

This advanced level course is for students who wish to continue working on their communication skills as well as intercultural knowledge of the French language. Each quarter will focus on a different theme, listed here:
1. The Marsh-Billings-Rockefeller National Historical Park unit on interpretation
2. Le Terroir, the agricultural practices of the French
3. A marketing unit

Students can expect to expand their speaking skills, along with gaining knowledge of how to express themselves in French for authentic audiences.

LATIN I
Grades 9, 10, 11, 12  1 credit
Throughout the year Roman daily life (homes, gladiators, baths, mythology) in the city of Pompeii is studied through readings, supplementary materials, projects, and games. The course introduces students to the ancient Romans through their language, which is the basis of the modern Romance languages. It emphasizes the close relationship of Latin to the understanding of English grammar and vocabulary. Reading comprehension and translating are emphasized. Students also learn beginning conversational Latin so they can ask and answer basic questions about themselves and the texts they read and so they can retell familiar stories.

LATIN II
Grades 10, 11, 12  1 credit
In the first semester students learn about the founding of the Roman people through readings focused on the journey of Aeneas to Italy. In the second semester students return to the Cambridge textbook to learn about the Romans in Britain and ancient Egypt through increasingly complex readings, supplementary materials, and projects. Connections with English and other languages continue to be stressed through comparisons of vocabulary and grammar, and reading comprehension and translating continue to be emphasized. Students also develop their skills in conversational Latin so they can ask and answer questions about themselves and the progressively more complex texts they read, and so they can retell stories in different tenses.

LATIN III
Grades 11, 12  1 credit
Students continue their study of Roman life and the Roman military in Britain, and will then learn more about the ancient city of Rome through increasingly more complex readings, supplementary materials, and projects. Students will also begin to read short passages from authentic Latin authors, and finish their study of the main elements of Latin grammar. Depending on student interest, in the second semester entertaining supplementary tests can also be used based on class interest (e.g. Harry Potter or familiar fairy tales in Latin). Connections with English and other languages continue to be stressed through comparisons of vocabulary and grammar. Reading comprehension and translating as well as written composition and conversation are emphasized.

LATIN IV
Grades 11, 12  1 credit
Latin IV students use their knowledge to develop an appreciation for various Classical authors through readings in Latin and supplementary materials in translation. By the end of the year, students will be comfortable reading extended passages of authentic Latin poetry and prose and will be
familiar with Roman political and literary culture of the early imperial period and beyond. Reading comprehension and translating as well as written composition and conversation are emphasized.

**INTRODUCTION TO ANCIENT GREEK, QUARTER 1***
Grades 9, 10, 11, 12
¼ credit

In this quarter long course students will be introduced to the ancient Greek alphabet, basic Greek vocabulary and grammar, and some Greek history. Students will learn about the syntax of a complex inflected language, and will be able to read, hear, and understand simple sentences and short stories in Greek. Students will also make connections to English vocabulary, and will better understand the development of western languages as a whole. Students who have taken Latin may have a slight advantage over those who have not, but all students are welcome.

**INTRODUCTION TO ANCIENT GREEK, QUARTER 2***
Grades 9, 10, 11, 12
¼ credit

In this quarter-long course students will continue to learn about the language and culture of the ancient Greeks. Students will be able to read, hear, and understand progressively more complex sentences and short stories in Greek, and will continue to make connections to English vocabulary. Students will also begin to make inferences about what constituted ancient Greek culture, will explore how that culture changed over time, and will learn about how the ancient Greeks still influence the modern world. Any student who has taken the first quarter of this class is eligible to take the second quarter.

**SPANISH I**
Grades 9, 10, 11, 12
1 credit

This beginning course introduces students to the language and culture of the Hispanic world. A vocabulary base is built to facilitate basic conversations with the present tense of regular and irregular verbs taught. While class time focuses on listening and speaking, homework develops spelling, writing, and memorization. Grammatical concepts to understand the structure of the language are regularly presented. A basic text is used, as well as audio and visual materials. Students will be active participants in this communication-based course.

**SPANISH II**
Grades 8, 9, 10, 11, 12
1 credit

This course continues to develop the four language skills of speaking, understanding, reading and writing in Spanish. Conversation in Spanish is emphasized. The course is conducted primarily in Spanish and students are expected to use the language in class to the best of their ability. Students continue to acquire practical vocabulary through content specific units and will be able to use and understand different verb tenses including present, several forms of past and commands. The study of the Hispanic culture is also integrated throughout the curriculum. Students will expand their reading comprehension using short stories and articles and their speaking skills through spontaneous conversations. Classroom projects; group and individual, are done in each unit. Games, dialogues, projects, videos, music and the Somos curriculum are also used in this course.

* In 2021-2022 Introduction to Ancient Greek (Quarter 1 and 2) will become a semester class.
SPANISH III
Grades 9, 10, 11, 12 1 credit

This course strives to reinforce and amplify the four language skills of listening comprehension, speaking proficiency, reading comprehension and writing. Students will work together in groups to learn about the history, literature and culture of the Spanish speaking world. Students are expected to speak Spanish in the classroom and the class is conducted primarily in Spanish. Students will develop skills and learn structures for using Spanish to describe past, present and future activities. They will engage in discussion, research and projects around authentic materials and real-world issues. Students can expect to make significant progress in their ability to use Spanish to communicate both verbally and in writing.

SPANISH IV
Grades 10, 11, 12 1 credit

In this course students will expand their command and knowledge of Spanish and of Hispanic cultures. They will be able to use and understand the subjunctive mood. They will also write several essay papers and read and analyze short literature pieces. Authentic cultural products such as art work, political and satirical cartoons, contemporary music, news programs, websites and advertisements will prompt students to use the language in a variety of advanced ways. The class is conducted in Spanish and students are expected to use Spanish almost exclusively in class.

AP SPANISH LANGUAGE & CULTURE
Grades 11, 12 1 credit

This course is designed to prepare the advanced Spanish language student for the Advanced Placement exam in Spanish Language and Culture as well as provide an opportunity to practice the language skills of reading, writing, speaking and listening. A curriculum of six themes, Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities and Beauty and Aesthetics, integrates language, content and cultures into an interrelated series of lessons and activities that promote the use of language in a variety of contexts. In addition, students will demonstrate an understanding of the products, practices and perspectives of Spanish-speaking countries and their cultures. The class is taught in Spanish and students are expected to speak Spanish exclusively in class.

ADVANCED TOPICS IN SPANISH
Grades 11, 12 or by permission of the instructor ¼ credit per quarter

Course Prerequisites: Four years of language study Proficiency based course focused on communication

This advanced level course is for students who wish to continue their communication skill building, as well as intercultural knowledge of the Spanish language. Each quarter will focus on different themes tailored to student-interests and tied to global competency. Units include an interpretation project at Marsh-Billings-Rockefeller National Historical Park, and exploration of cultural, social justice and political realities of the Spanish-speaking world. This class is conducted entirely in Spanish and students are expected to use Spanish almost exclusively in class. Students will expand their speaking skills and abilities to express themselves for different audiences.
Fine Arts

The Fine Arts Department is dedicated to excellence in music, theatre, and visual art. The program is designed to find the creative spirit in each individual. Students are encouraged to try a variety of fine arts while at school to enrich their understanding of the elements, principles, and expressive qualities of the arts. Knowledge and skills are built in the Anchor Standards of Creating, Connecting, Responding, and Presenting.

Woodstock Union High School and Middle School Art Progression Map

Students must take 4 semesters of art classes in order to take Advanced Art. Advanced Art is a prerequisite for AP Art.

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**CERAMICS I**
**Grades 9, 10, 11, 12**  
½ credit

Ceramics fosters an awareness of form and space through working with clay. Basic handbuilding clay techniques will be taught, as well as glazing and surface techniques. Students will have the opportunity to explore basic forms on the pottery wheel. Expect to create functional as well as whimsical pieces as you are challenged to think through the expressive potential of clay. This class requires the ability to work independently, imaginatively and a willingness to take creative risks. Basic practices in the maintenance of a safe and functional workplace will be emphasized.

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**CERAMICS II**
**Grades 9, 10, 11, 12**  
½ credit  
Course Prerequisite: Ceramics I

This course is a continuation of Ceramics I and builds on the understandings of form, materials, and construction introduced during this first semester. New techniques and methods will be introduced; projects will require a greater variety of problem-solving skills, higher expectations for craftsmanship and independence. A culminating final project will be required.

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**DRAWING I**
**Grades 9, 10, 11, 12**  
½ credit

This course focuses on two-dimensional work in a variety of media, including ink, pastel, paint, charcoal and pencil. Basic principles of design, perspective, shading, color and composition will be covered. Students will draw from life (figure, still life, and landscape), and from the imagination. Out-of-class sketchbook assignments and home projects may be regularly assigned. A culminating exam project may be required.

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**DRAWING II**
**Grades 9, 10, 11, 12**  
½ credit  
Course Prerequisite: Drawing I

This course is a continuation of Drawing I designed to build on basic skills and techniques previously acquired in the first half of the course. Research tools such as thumbnail sketches, quick studies, sketchbooks, and visual image resources are used to develop ideas. Working with multiple images encourages experimentation and visual problem-solving. At this level, informal and formal discussions and critiques become more frequent, and sketchbook assignments may continue to be given on a regular basis.
PAINTING I
Grades 9, 10, 11, 12
½ credit
In this class students will learn about the color palette, mixing, and basic brush techniques using a variety of painting media (watercolor, acrylic, tempera etc.). Students will be learning through self-directed experimentation, open-ended challenges and class participation. The class will learn the basics of how to integrate mark making, line, shape, form, space, and color relationships/theory into paintings. Out-of-class sketchbook assignments and home projects may be regularly assigned. A culminating exam project may be required.

PAINTING II
Grades 9, 10, 11, 12
½ credit
Course Prerequisite: Painting I
This course is a continuation of Painting I designed to build on foundational skills. In this class students will further develop their technique of composing artworks to produce Students will be learning through self-directed experimentation, open-ended challenges and class participation. Students will move onto a larger, more involved paintings which may involve abstract imagery, meaningful subject matter and/or storytelling. At this level, informal and formal discussions and critiques become more frequent, and sketchbook assignments may continue to be given on a regular basis.

SCULPTURE I
Grades 9, 10, 11, 12
½ credit
How do artists tell stories in 3 dimensions? By learning to work with the limitations and possibilities of a variety of media, students expand their visual, tactile, and sensory understanding of the world around them. Students in this course might work with chipboard, plaster, paper, assemblage (mixed media), wire, found objects, natural materials and papier-mache. This course builds an understanding of form, materials, self expression and construction. New materials and methods will be introduced through demonstrations and hands on exploration; and projects will require a greater variety of problem-solving skills, creative thinking and self direction. Basic practices in the maintenance of a safe and functional workplace will be emphasized.

SCULPTURE II
Grades 9, 10, 11, 12
½ credit
Course Prerequisite: Sculpture I
This course is a continuation of Sculpture I and builds on the understandings of form, materials, and construction introduced during this first semester. Students continue to expand their visual, tactile, and sensory understanding of the world around them. Students in this course might work with chipboard, plaster, paper, assemblage (mixed media), wire, found objects, natural materials and papier-mache. This course continues to build an understanding of form, materials, self expression and construction. New materials and methods will be introduced through demonstrations and hands on exploration; and projects will require a greater variety of problem-solving skills, creative thinking and self direction. Basic practices in the maintenance of a safe and functional workplace will continue to be emphasized.

GRAPHIC DESIGN I
Grades 9, 10, 11, 12
½ credit (T)
Not recommended for students enrolling in ski schools
This course is an introduction to the creation of graphic design using the computer. This course teaches the use of original and appropriated images in digital art, and the input, manipulation, and output of digital design with scanners, printers and the Macintosh computer. Students will learn design and layout techniques in digital art while working with Adobe CC software, including InDesign, Illustrator, and Photoshop. Students will create graphics for an imaginary business of their choosing, including a logo, letterhead, sign, greeting card, business card, print advertisement, and other products. This course is also available for ½ technology credit.

GRAPHIC DESIGN II
Grades 9, 10, 11, 12
½ credit (T)
Course Prerequisite: Graphic Design I
Not recommended for students enrolling in ski schools
This course is a continuation of Graphic Design I designed to build on basic skills and techniques previously acquired in the first half of the course. This course will continue to pursue appropriated images in digital art, and the input, manipulation, and output of digital design with scanners, printers and the Macintosh computer. Students will design layouts in digital art while working with Adobe CC software, including InDesign, Illustrator, and Photoshop. Students will create graphics for an imaginary business of their choosing, including a logo, letterhead, sign, greeting card, business card, print advertisement, and other products. Students will move onto a larger, more involved graphic art images which may involve abstract imagery, meaningful subject matter and/or storytelling. This course is also available for ½ technology credit.

PHOTOGRAPHY I
Grades 9, 10, 11, 12
½ credit (T)
In this course, combining technology and art, the student will be introduced to the tools and processes of photography. Through the use of cameras, analog and digital, the student will learn to
control the camera exposure for creative effects including the control of the depth of focus and motion. The student will learn how to compose the image for more pleasing results, and how to use the darkroom to creatively manipulate the photographic image for effect. The course provides all the tools and materials necessary. This course requires good time management skills as most photography occurs outside of the classroom. This course is also available for ½ technology credit.

PHOTOGRAPHY II
Grades 9, 10, 11, 12  ½ credit (T)
Course Prerequisite: Photography I

Discover color as an element of design using a digital camera. Building off of what you learned in Photography I, this course will cover the use of the Digital SLR camera controls, including f/stops, shutter speeds, film speeds and the production of a correct exposure. Skills will include composition, criticism, lighting, and image editing. Assignments will include creative use of the camera controls including depth of field and action motion, shadows and light, alternative camera angles, portraits, still life’s, and compositions based on the principles and elements of design. Students will print their images and exhibit them in the WUHSMS art show in May. This course is also available for ½ technology credit.

ART AND SCIENCE
Grades 9, 10, 11, 12  ½ credit

Scientists and artists interpret the world in complementary ways, especially through their reliance on observation. Students will have the opportunity to explore science topics through an artistic lens. In this class we will create, observe and describe the relationship between the form and function of the patterns we find in life using a variety of techniques and materials. Students will develop a deeper understanding of the principles of design in living forms. The students will observe from the micro to the macro in nature to inspire artistic expression.

AP ART HISTORY
Grades 9, 10, 11, 12  1 credit

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.
THEATRE LAB
Grades 9, 10, 11, 12  ¼ credit to 1 credit
Course Prerequisite: Audition with Director of Theatre

Theatre is a collaborative art that provides ensemble learning by doing creative public performance. Students will produce one distinguished play per quarter, ranging from comic entertainment and musicals to serious drama. Students will exercise performance, design and management skills in order to magnify the human conditions, and courageously communicate to a variety of audiences. This is project-based learning like no other; problem solving, fun, and full of discovery. We take theatre seriously.

Music

SYMPHONIC BAND
Grades 9, 10, 11, 12  1 credit
Course Prerequisite: Prior band or Instructor Approval

Symphonic band is open to all student instrumentalists who currently play a Symphonic Band instrument. This full year instructed course is designed to explore and perform challenging music in a variety of styles. This ensemble is considered to be the core of the band program. The Symphonic Band performs throughout the year at school, community and regional venues, participating in concerts, parades, and assemblies.

DIGITAL MUSIC PRODUCTION (DMP-A)
Grades 9, 10, 11, 12  ½ credit

Digital Music Production will provide students a semester opportunity producing music using a computer based Digital Audio Workstation software (DAW). Students will create their own music using the DAW as a musical resource, with various non-musical and musical input devices, allowing flexibility which makes the course accessible to any interested student. Coursework will be largely project based, presenting expectations regarding technical aspects and management of appropriate workflow. Projects will require students to meet specific musical outcomes, as well as definitive working timelines, and will frequently include personal/artistic choice.

DIGITAL MUSIC PRODUCTION (DMP-B)
Grades 9, 10, 11, 12  ½ credit
Course Prerequisite: Passing grade in Digital Music Production (DMP-A)

Digital Music Beatmatch+Sample will provide students a semester opportunity mismatching and sampling music using a computer based Digital Audio Workstation software (DAW). Students will create their own music by using the DAW to comprehensively manipulate many attributes of recorded music and sound. Coursework will be largely project based, presenting expectations regarding technical aspects and management of appropriate workflow. Projects will require students to meet specific musical outcomes, as well as definitive working timelines, and will frequently include personal/artistic choice.

ADVANCED DIGITAL MUSIC PRODUCTION (DMP-C)
Grades 10, 11, 12  ½ credit
Course Prerequisite: DMP-A, DMP-B, and Instructor Approval

Advanced Digital Music will offer a semester of extended opportunities to students who have thoroughly performed at proficient levels in the Digital Music Production and Beatmatch+Sample courses (DMP-A and DMP-B). Students admitted into Advanced Digital Music will perform rigorous work with the concepts introduced in preceding DMP courses. This advanced course is entirely project based, requiring students to compose music as artistic response to a variety of creativity prompts, while working as technicians to meet a comprehensive list of functionality available to them through the Digital Audio Workstation software (DAW).

DIGITAL VIDEO PRODUCTION
Grades 9, 10, 11, 12  ½ credit

Videography is an exciting and effective method of communication. The modern day Video Editing System, like Adobe Premiere, can be used to achieve artistic and effective results. This Video Production course will provide students with skills, tools, and dedicated time to work as productionists. Students will do work as a trained “Video Editing and Management” staff, producing and sustaining content which supports the greater school community. Coursework will include some study of videography practices and techniques with a camera. However, the course should be considered more of a “Video Production” class than a “Film Making” class. Project work will largely rely on crowd sourced media, and primarily focus on the use of video for “Documentary” purposes.
Wellness: Physical Education and Health

Health and physical education are combined to create an integrated wellness program that provides high school students with the tools they need to achieve a healthy balance in their busy lives. The wellness progression emphasizes the six dimensions of wellness and incorporates activities such as team sports, lifelong activities, individual sports, and hobbies. Students will build their knowledge and skills in the following Anchor Standards: Analyze Influences, Access Information, Advocacy, Decision Making & Goal Setting, Self-Management, and Core Concepts.

WELLNESS 1
Grades 9, 10
1 credit

At Woodstock Union High School health and physical education are combined to create an integrated wellness program that, we believe, provides high school students with the tools they need to achieve a healthy balance in their busy lives. All students are expected to complete the proficiency graduation requirements in Physical Education and Health Education. In order for students to have the opportunity to progress and demonstrate proficiency in the standards prior to graduation, one year of Wellness is required. The six dimensions of Wellness will be the main focus throughout the course.

Physical
Emotional
Social
Occupational
Intellectual
Spiritual

WELLNESS 2A: PURPOSE AND JOY
Grades 11, 12
½ credit

Juniors and Seniors may take Wellness 2A for PE credit.

Juniors and Seniors are required to take this course prior to graduation. This course is designed to take a deeper dive into social, spiritual, and occupational dimensions of wellness. Students will have the opportunity to explore the Wayfinder Curriculum which fosters meaningful relationships and guides students to navigate their lives with purpose.

WELLNESS 2B: THE PHYSICAL DIMENSION
Grades 11, 12
½ credit

Juniors and Seniors may take Wellness 2B for PE credit.

For this requirement, students have the opportunity to choose one of the following options:

• Strength Training and Nutrition: This course is specifically designed for the fitness enthusiast or those looking to find a way to enhance athleticism! Students will engage in personal fitness programs as well as learn more about nutrition and sport specific dietary guidelines.
• Team Sports and Nutrition: From net games to target games, invasion games and beyond, students will learn and explore a variety of team sports and activities. Students will have the opportunity to learn more about nutrition and receive additional hands on experience in the kitchen!
• Individual Activities and Nutrition: Yoga, pilates, golf oh my! Students will learn and explore a variety of individual activities as well as dive deeper into nutrition and receive more hands on experience in the kitchen!
• Unified Wellness: Students will work together with students identified with disabilities in a variety of physical activities as well as support learning experiences in the kitchen related to nutrition.

DRIVER EDUCATION
Grades 10, 11, 12
½ credit

Course Prerequisite:

• The Drivers Education student must be at least 15.5 years of age by the first day of class.
• Student must provide proof to a school administrator of a current, valid Vermont Learner’s permit prior to Aug 1st or Dec 1st.
• Students must be in good standing with the administration as well as with the local authorities.
• Scheduling order is determined by age.
• Interested students should review the policy for Driver’s Education in the Student Handbook.
• It is recommended that the student have some driving experience prior to the first day of class.

This is a life skills course that introduces students to the complex decision making skills necessary for the driving environment. The course will integrate thirty hours of classroom instruction with six hours of behind the wheel training as well as six hours of in-car observation. A student-parent involvement program that requires an additional twenty hours of guided practice is a component for successful completion of the course.
Agriculture Education

The following classes may, in some instances, serve as a graduation distribution requirement.

HORTICULTURAL SCIENCE
Grades 9, 10, 11, 12 1 credit
Science Elective Only - Not Eligible for Science Graduation Requirement

Horticulture Science is a unique and practical course that will provide students with an overview of more than fifty areas of studies within the field. This is a hands-on course featuring independent learning opportunities along with transfer of knowledge from the Introductory Horticulture textbook. Areas of Horticulture explored include: outdoor plant identification (Ethnobotany: history, food and medicine), plant propagation, botany, the art of Bonsai, holiday flower design and wreath making, soil science, plant elements, seed development, independent study, greenhouse plant projects (labs), insect and diseases, genetically modified organisms (GMO’s) food dish projects, organic growing, landscape projects and design work. This course allows students to grow and then take home their plant projects, including flowers and vegetables for the garden.

HORTICULTURE II
Grades 10, 11, 12 1 credit
Course Prerequisite: Horticultural Science
Elective Only

This course continues to develop competencies needed for occupational entry and advanced training in Horticulture. Students will learn the art of bonsai design, create dish gardens, and explore the field of hydroponics. Throughout the year, students will grow and market seasonal plants, including vegetables, annuals, perennials, potted mums, poinsettias, bulbs, flowers and Easter lilies. This is primarily a hands-on course with related written work distributed throughout the school year.

HORTICULTURE III
Grades 11, 12 1 credit
Course Prerequisite: Horticulture Science & Horticulture II
Elective Only

This course is designed for students who have a strong interest in the horticulture field. An individual course of study will be developed for each student’s interests. Students will be challenged to think independently and to extend their learning beyond course requirements.

ADVANCED AGRICULTURAL STUDIES
Grades 11, 12 1 credit
Course Prerequisite: Horticultural Science, Forestry I, or approval from the instructor
Elective Only

This course is designed to focus on student’s area of interests in the field of Agriculture. Students will have the freedom to develop their own independent study of possible future careers. Examples include: farming, outdoor recreation, landscape design, wildlife management, aquaponics, floral design, logging, and veterinary study. This course can fit into most blocks to accommodate student’s schedules. Students should contact the instructor before signing up for this course. Agriculture offers hundreds of high paying job opportunities.

FORESTRY SCIENCE I
Grades 10, 11, 12 1 credit
Elective Only

The purpose of this course is to explore forestry, conservation, wildlife, and outdoor recreation. This course will provide the student with an overview of the competencies and skills needed for occupational opportunities in each area. Students will study tree and shrub identification along with related insect and disease problems. In the first and fourth quarters, students will do many outdoor hands-on projects related to their studies. The course includes several working and observational field trips in the Woodstock area. In addition, students will have the opportunity to listen to several expert guest speakers.
FORESTRY SCIENCE II  
Grades 11, 12  
1 credit  
Course Prerequisite: Forestry I  
Elective Only  
The purpose of this course is to explore in greater depth 
the competencies and skills involved in the areas of forestry, 
conservation, wildlife, and outdoor recreation. Students will also 
be introduced to wildlife tracking, land management, mapping, 
the nursery business, landscaping, and arbor culture. There will be 
several working field trips during the year.

INTRODUCTION TO FOOD SYSTEMS, 
SEMESTER I  
Grades 9, 10, 11, 12  
½ credit  
Elective Only  
A food system encompasses the activities, people and resources 
involved in getting food from field to plate. Along the way, 
it intersects with aspects of public health, equity and the 
environment. In this course, we will provide an introduction to 
the U.S. food system and how food production practices and 
what we choose to eat impacts the world in which we live. 
We will discuss some key historical and political factors that 
helped shape the current food system and consider alternative 
approaches from farm to fork. Hands-on units may include 
themes of greenhouse management, fruit and vegetable 
cultivation, ecology, food processing and preservation (and 
eating), and contemporary agriculture issues, including food 
justice. Connections between the community, local food shelves, 
and farmers will be emphasized.

FOOD SYSTEM INNOVATION, 
SEMESTER 2  
Grades 9, 10, 11, 12  
½ credit  
Course Prerequisite: Introduction to Food Systems 
or Instructor Approval  
Elective Only  
Students will take a systems level approach to designing a 
solution to pressing food system problems. How can we build 
a more resilient food system in the face of climate change, 
economic pressures, and quality of life factors? This course 
will explore possibilities regarding nutrition, environmental 
health, food access, and entrepreneurship while ultimately 
leading to student-designed projects in collaboration with a 
community partner. Preference will be given to students who 
have completed Introduction to Food Systems, but others can 
participate with instructor approval.

SEEDS AND TREES, SEMESTER II  
Grades 10, 11, 12  
½ credit  
Course Requirements: Attendance and participation is essential to 
the course. Course structure will include presentations, independent 
projects, collaborative work, and written reflection, including a 
class log of work completion.  
Elective Only  
This exciting new course will combine the best of the Horticulture, 
Forestry, Locally Grown and Advanced Agriculture Studies 
courses. A connecting theme will be career choices and 
developing entrepreneurship skills. 
The following is an outline of Seeds and Tree: greenhouse 
food production for the cafeteria, plant propagation, the art 
of bonsai, cooking with local foods, sugaring (King Farm), 
National Park projects, independent projects, community service, 
greenhouse maintenance, plant identification, related field trips 
(TBA) and landscape design.
Flexible Pathways

Woodstock Union High School sees our community as an extension of the school. We offer various learning opportunities on site and outside of the school that allow students to “learn by doing” or design their own learning opportunities.

Flexible Pathway opportunities for students at WUHS include student-designed internships, service learning, and independent studies through The Center of Community Connections (C3); 300+ classes offered through Virtual High School (VHS); 14 different programs offered through Hartford Area Career and Technology Center (HACTC); and college courses at Dartmouth College and at other colleges and universities in Vermont through the Dual Enrollment and Early College programs.

THE CENTER OF COMMUNITY CONNECTIONS (C3)

In partnership with businesses and organizations in our community, high school students can earn credits towards graduation and develop important transferable skills through internships, independent studies, service learning, and career exploration. It is our belief that these experiences greatly enhance our students’ education by providing learning opportunities that could not occur within the classroom. For each of these experiences, a student’s placement and learning plan is individually tailored to meet that student’s academic and/or career goals and comply with state and federal laws. C3 experiences are typically one semester in length and culminate with a public presentation of learning. Success within the C3 program necessitates that students work both independently and in collaboration with teachers and community partners. Credit will be granted on a pass/fail basis and therefore does not count towards honor roll or GPA, and is not weighted.

C3 INDEPENDENT STUDY

Grades 11, 12    ½ credit
Course Requirements: Students meet with C3 staff and create a plan outlining their learning goals and potential community partners prior to the beginning of the semester.

A C3 Independent Study is a great way to personalize learning and dig deeper into an area of interest and curiosity. Students work with a C3 staff member to develop their ideas, create a learning plan, and identify a school or community-based partner to support the student’s learning. Students work toward demonstration of proficiency in Self-Direction, Skillful Communication and one other self-selected “pillar” of the District’s Portrait of a Graduate.

C3 SERVICE LEARNING

Grades 11, 12    ½ credit
Course Requirements: Students meet with C3 staff and create a plan outlining their learning goals and potential community partners prior to the beginning of the semester.

This is an opportunity to engage in your own learning while simultaneously working in service to the community; students can engage in this service learning in our school or in the wider community. Examples include serving as a teaching assistant or addressing a community need. Students work toward demonstration of proficiency in Self-Direction, Skillful Communication and one other self-selected “pillar” of the District’s Portrait of a Graduate.

C3 INTERNSHIP

Grades 11, 12    ½ credit
Course Requirements: Students meet with C3 staff and create a plan outlining their learning goals and potential community partners prior to the beginning of the semester.

A C3 Internship is designed for juniors and seniors who are interested in gaining experience in a particular career field/occupation. Students typically spend at least two academic blocks a week “out in the field,” working with a community partner to meet established learning, workplace, and career exploration goals. Additionally students must demonstrate proficiency in Self-Direction, Skillful Communication and one other self-selected “pillar” of the District’s Portrait of a Graduate.
HARTFORD AREA CAREER AND TECHNOLOGY CENTER (HACTC)

Grade 11
3 credits (3 Elective)

Grade 12
3 credits (2 Elective, 1 Embedded Credit)

Course Requirements: Students must be in good academic standing, as well as meet grade level credit requirements.

Rising juniors or seniors are eligible for programs offered at the Hartford Area Career & Technology Center (HACTC). Students must complete a separate HACTC Application and visit programs of interest in order to be considered for admission. In most cases these courses will occupy 2 blocks of time daily for both first and second semesters. With the exception of the STEM course, all courses are offered in a two-year sequence. The second year is a continuation of the first year but offers advanced work and some specialization. First-year students are enrolled in the afternoon session, while second-year students are scheduled for the morning session.

Programs Offered at HACTC:
• Automotive Technology
• Building Trades
• Business Administration
• Career and Technology Exploration
• Collision Repair and Refinishing
• Computer Science Essentials
• Computer Science Principles
• Cosmetology
• Culinary Arts
• Cybersecurity
• Design, Illustration and Media Arts
• Education Sciences: Teaching and Learning
• Education Sciences: Coaching and Leading
• Health Sciences
• Industrial Mechanics and Welding
• Natural Resources
• Science Technology Engineering and Math (STEM): Introduction to Engineering Design
• Science Technology Engineering and Math (STEM): Principles of Engineering
• Cooperative Education

Sophomores are eligible for the HACTC Career and Technology Exploration program. Upon its completion, students receive one credit in English, one credit in math and one credit in career exploration.

It is expected for all HACTC courses, that students must complete a separate HACTC Application and visit programs of interest in order to be considered for admission. Application process begins with a tour in early February. For more information contact the Dean of Students or Counseling Services or go to http://www.hactc.com.

MIRRORED COURSE

A Mirrored Course is for students who cannot schedule a necessary course in their regular school program. This course is equivalent in all ways to an existing course. This includes curriculum, meeting time, grading and level of difficulty. In regards to honor roll, weighting, sports eligibility, and GPA, this independent study is treated as another section of the course which it is mirroring. A student must have prior approval by the teacher. For more information contact Counseling Services.

ONLINE LEARNING: THE VHS COLLABORATIVE (VIRTUAL HIGH SCHOOL)

½ credit/semester course

Levels and credits vary according to course(s) chosen.

Course Requirements: Students must be in good academic standing.

Woodstock Union High School offers the opportunity to take online courses through the Virtual High School. VHS is a non-profit consortium of schools that offer over 300 full-year and semester online courses in Arts, Business, English/Language Arts, Foreign Language, Life Skills, Math, Science, Social Studies, and Technology. In addition, VHS offers over 20 Advanced Placement (AP) full year courses and 11 Pre-Advanced Placement courses. Students who take online courses increase communication and collaboration skills that are essential to the 21st century learner. WUHS treats the VHS courses like any other course offered in the course guide. Students must meet with their counselor to schedule their VHS course. They must also complete their online class in a timely manner and follow the required schedule provided by VHS. Visit https://vhslearning.org/catalog to view the entire course catalog. For more information contact Counseling Services or the VHS Site Coordinator.
DARTMOUTH SPECIAL COMMUNITY
STUDENT PROGRAM
Grades 11, 12
Students may earn ½ credit for each term course

Course Requirements: Juniors (during the winter and spring terms) and Seniors (during fall, winter, and spring terms) are eligible. Students must remain in good academic standing with their high school as well as Dartmouth. Each student is responsible for speaking with the professor of the Dartmouth course they intend to take and obtaining his or her signature on the application.

Seniors and juniors of area high schools who have exhausted all possible classes within their field of interest at their high school are eligible to take one course per term. All students are recommended by their counselor. These courses are not offered during the summer. For more information, including application deadlines, contact Counseling Services or go to https://goo.gl/DeTq2Z

VERMONT DUAL ENROLLMENT
Grades 11, 12
1 credit for a 3 or 4 credit Dual Enrollment course

Student must be in good academic standing, in order to take advantage of the Dual Enrollment voucher.

Students may take the courses anytime during the summer before their junior year through the spring of their senior year. This opportunity is not available for students during the summer after their senior year once they have graduated from high school. This program serves to introduce students to college level coursework before they complete high school. The program allows for two tuition-free college courses for eligible Vermont high school students to any college or university in the State of Vermont. Note that under this program the tuition is fully covered but students are responsible for the cost of any fees and books/materials associated with the course. The Vermont State Dual Enrollment Program is a college-level course that becomes part of the student’s transcript. This credit counts towards eligibility. These courses are not weighted and not part of the student’s GPA. These courses are offered during the school year as well as the summer.

To learn more contact Counseling Services or to complete the registration forms online go to http://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment

VERMONT’S EARLY COLLEGE PROGRAM (ECP)
Grade 12
1 credit for each semester long 3 or 4 credit course

Course Requirements: Junior students in good academic standing, who will achieve senior status can apply.

Students who will achieve their senior status may complete their senior year at a state college or community college. In some cases, students may have the opportunity to live on campus (requires payment of room and board) or students can commute to the school on their own. School counselors work with students and their respective college to insure minimum remaining high school graduation requirements are met. Student’s transcript will reflect the college attending and the course titles. These courses are not weighted and not part of the student’s GPA. Students who wish to play sports are eligible as long as they do not participate at the college level.

Students must provide a copy of their college transcript in order to have the credit reflected on their high school transcript. Students must remain in good academic standing with their high school as well as the college while they are attending. Paperwork must be completed in February prior to attending college.

Participating Schools:
• Castleton University
• Community College of Vermont
• Goddard College
• Johnson State College - Northern Vermont University
• Lyndon State College - Northern Vermont University
• Norwich University
• Vermont Technical College, Vermont Academy of Science and Technology (VAST)

For more information contact Counseling Services or to go to http://education.vermont.gov/student-learning/flexible-pathways/early-college
STUDY ABROAD/EXCHANGE PROGRAM
(France & Spain)

Course Requirements: Students must be in good academic and behavioral standing. There are other requirements within each opportunity.

WUHS Study Abroad includes two-week or quarter-long immersion programs in France and Spain. Both programs require hosting either a French or Spanish student as part of the exchange. In most cases, students who apply for the long-term exchange have previously participated in the two-week exchange. Woodstock is partnered with Lycée Bagatelle in St. Gaudens, France as well as Institut Val d’Aran, Vielha, Spain. Both communities are located within 30 minutes of the Pyrenees Mountains and the Spanish/French border. The two-week exchange is designed for students to experience community and school life, and includes visits to Paris and Barcelona. The quarter-long program is offered every year to French and Spanish language students. Students must have a minimum of three years of language study to qualify. They must also be highly motivated to improve their language skills, be in good academic and behavioral standing, and demonstrate the ability to adapt to a new environment. The student’s classes at WUHS are aligned with those offered at Lycée Bagatelle and Institut Val d’Aran. Students have two options for grades; they can take all of the courses as Pass/Fail or they can transfer the grades from the sister schools to Woodstock. The pass/fail option does not affect a student’s GPA. The optimal year for the long-term exchange is sophomore year, however, certain ninth grade students may qualify for the exchange. Students should schedule an appointment with Colleen O’Connell, Director of Woodstock Exchange Programs, to begin the process.

FAMILY CONNECTIONS BY NAVIANCE

Woodstock Union High School and Middle School offers students and parents Family Connection by Naviance. This innovative, easy-to-use Web application will assist students with the entire college and career planning process. Our goal at WUHSMS is to connect our families with valuable resources and to provide an efficient way for students and parents to stay informed and keep organized through post-secondary planning/college admissions process.

Family Connection allows your student to:
- Get involved in the planning and advising process by building a resume, completing online surveys, and managing timelines and deadlines for making decisions about colleges and careers
- Research colleges by comparing GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Research careers by looking at hundreds of careers and career clusters, and taking career assessments
- Create plans for the future by setting goals and to-dos, and completing tasks assigned by the school to better prepare your student for future college and career goals.

All students receive login information and parents are welcome to contact the Counseling Services for their login information.
Center For Learning Opportunities

The Center for Learning Opportunities offers a continuum of services and programs for students who have been found eligible for special education. These services encompass but are not limited to one-on-one direct support of students, in class teacher and student support, consultation with staff, and instructional support in directed study. These services are provided by the special education staff which includes resource room teachers, integration facilitators, and instructional assistants.

The Learning Opportunities Department believes:
- Learning style impacts how individuals acquire skills and knowledge
- Acquisition of skills provides the foundation for academic and vocational growth
- Predicting, anticipating, planning and implementing are important strategies to achieve goals
- The development of self advocacy skills leads to academic and vocational independence
- Emotional well being influences every facet of life including the ability to make decisions, form relationships and achieve personal goals

**UNIFIED WELLNESS**
Grades 7–12  Credit as assigned

This course is designed to support the student’s individual cognitive and physical needs. Activities include cooperative games, weight lifting, bowling etc. The course design will vary to meet the unique needs of the individual participants.

**DIRECTED STUDY**
Grades 7–12  Credit as assigned
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

The purpose of Directed Study is to provide academic assistance in all subject areas as well as working on IEP goals and objectives. The focus is on re-teaching content.

**LIFE SKILLS (I, II, III, IV)**
Grades 7–12  Credit as assigned
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course pertains to personal and health issues, nutritional needs, money skills and time management. The course will also include an emphasis on functional reading and math skills. Social Skills as well as skills of collaboration and communication will be another area of focus. The course will closely follow the needs of the student as outlined in the Individual Education Plan.

**LIFE SKILLS MATH**
Grades 7–12  Credit as assigned
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course takes the individual student where they are in math skills, applying instruction and activities to continue the development of numeracy, basic mathematical operations and their application. Functional application of math is emphasized as students continue to improve their basic skills through everyday tasks.

**LIFE SKILLS LITERACY**
Grades 7–12  Credit as assigned
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

This course takes the individual student where they are in reading and writing, applying instruction and activities to continue the development of decoding, comprehension, spelling and written response. Functional application of reading and writing is emphasized as students continue to improve their basic skills through everyday tasks.

**LIFE SKILLS CIVICS**
Grades 9–12  Credit as assigned
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator

Work in this class gives the student knowledge of their community, local and state government, area agencies and services, financial institutions, and social connections. Opportunities both in school and in our town provides learning the who, what, and where needed for life after school. The course will closely follow the needs of the student as outlined in the Individual Education Plan.
MATH SKILLS  
Grades 7–12  
Credit as assigned  
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator  

This course is designed to teach and reinforce basic mathematics concepts, operations and their application to work and life. Study of basic addition, subtraction, multiplication and division of whole numbers, decimals, fractions and percent will be combined with applications such as wages and deductions, banking, savings, credit and specific work applications. This course can reinforce concepts covered in earlier math courses, prepare students to continue on to other high school math courses such as Intro to Algebra or Algebra and/or prepare the student for use of mathematics in post-secondary work and life.

SENIOR SEMINAR: TRANSITION TO ADULTHOOD  
Grades 11, 12  
Credit as assigned  
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator  

This course is designed to prepare students to plan for life after high school. The course will explore tasks such as planning for post-secondary training and/or education, preparing applications and resumes, applying for jobs and workplace expectations. Students will create a budget for rent, vehicle, utilities and other bills. This course will also work on the important skills of collaboration, problem solving, written and oral communication, setting and following through on goals and managing digital technologies. The course is designed to meet the needs of the student as outlined in the transition section of the Individual Education Plan (IEP).

STRUCTURED LITERACY I, II & III  
Grades 7–12  
Credit as assigned  
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator  

The Structured Literacy classes employ a systematic instructional approach to the 5 fundamental skills of reading: Phonemic Awareness—the ability to distinguish the individual sounds within words; Phonics—the connection of a sound with its corresponding symbol; Vocabulary—a primary determinant of comprehension; Reading Fluency—the ability to read and understand the meaning of words quickly and accurately; and Reading Comprehension—the ultimate purpose and goal for reading. Students will progress through the curriculum at a pace commensurate with their mastery of concepts. Lessons are enriched with readings around current events, class books, and areas of student interest.

STRUCTURED WRITING AND THINKING  
Grades 7, 8  
Credit as assigned  
Recommendation of IEP Team or approval from the Learning Opportunities Coordinator  

This course is designed to teach and reinforce basic language skills and learning strategies. Study of basic building blocks of writing through Landmark School’s “From Talking to Writing” program will scaffold student understanding and writing of sentence parts, types of sentences, and paragraphs. Reading comprehension and fluency strategies will be modeled and practiced through discussion and activities using selected texts. These receptive and expressive language exercises will be conducted through a lens of personal metacognition. Students will learn about each component of executive function and how their own learning strengths and challenges equip them for academic growth. This is an elective.

STRUCTURED WRITING  
Grades 9–12  
Credit as assigned  
Recommendation of the IEP Team or approval from the Learning Opportunities Coordinator  

High School Structured Writing is a systematic approach to applying metacognitive and executive functioning strategies to the writing process. Specifically, students will: learn to read complex texts for understanding and comprehension; apply metacognitive strategies to the five phases of academic writing - brainstorming, organizing, drafting, revising, and publishing; and develop their academic vocabulary and grammar structures while reading and writing. Writing instruction progresses from basic to expanded sentences through thesis statements and 5 paragraph essays. Comprehension and metacognitive strategies include text annotation, two-column notes, summarizing, self-questioning, and structured discussions. The course is organized around a yearly theme and includes opportunities for students to apply their writing skills to areas of personal and community interest. This is an elective.
Student Supports

PEER COUNSELING PROGRAM
Grades 10, 11, 12 1 credit
Application Required
This is a peer facilitated program utilizing integrated resources for understanding human behavior. The goal of the Peer Counseling Program is to provide trained peer counselors to support WUHS students and address current and pertinent issues facing students. The program is under supervision of the school’s professional counseling department. The program seeks students with special interests or abilities (such as coping with transitions, grief and loss, or addiction management) who welcome and appreciate diversity, respect their peers, and have an earnest interest in positive school and community climate. Peer Counselors will be expected to attend weekly meetings during ARE time and complete course work outside of the classroom. Credit will be awarded on a pass/fail basis.

ACADEMIC RESOURCE CENTER
Resource Only - Not Eligible for Credit
The Academic Resource Center (ARC) is an academic support center which provides a variety of services to all students. The ARC is staffed with a full-time staff member and assisted by volunteer student tutors. Students may use the ARC to get assistance to complete their homework, review for a test, learn new study skills, prepare for the SAT, have assistance editing a paper, or work on group projects. Students who wish to utilize the ARC should talk with their classroom teachers or the ARC coordinator for additional information.

A.R.E. BLOCK
The WUHS A.R.E. (Appropriate, Responsible, Engaged) Block program goals are to increase student opportunity to engage in learning and to enhance our school community. Each week students develop a schedule that meets their individual needs: attending a tutorial session, meeting one-on-one with a teacher, participating in a club, working with a study group or grabbing a little downtime in the gym. See pages 46 and 47 for a listing of current clubs and organizations.

ADVISORY
The Woodstock Union High School Advisory program is a place to build a safe, nurturing group where all students have the chance to participate in positive interactions with peers and adults. Students and staff strive to have conversations about community issues, grow as individuals, and build trust in order to enrich their relationships and strengthen the larger school community. Students are placed into small groups of peers in the same grade and meet almost every Monday.

STUDENT ASSISTANCE PROGRAM (S.A.P.)
The Student Assistance Professional runs a program that aims to help students develop healthy coping skills, make positive lifestyle choices, and avoid substance abuse problems. Services are also provided for students whose lives have been affected by their own or someone else’s use of alcohol and/or other drugs. Some students who use the program are not involved with substances, but are looking for help with a variety of other problems or concerns.

SAT PREPARATION
Pass/Fail ¼ quarter
Prerequisite: Prior completion of the school funded PSAT is a requirement for enrollment in this course.
Building on the results of their PSAT test, students will access Kahn Academy’s resources to obtain virtual, personalized help in preparing for the SAT while on campus during the school day.
Excerpts from the School Profile

For a complete School Profile please visit www.wuhsms.org/index.php/home/school-profile

WCSU PORTRAIT OF A GRADUATE

A WINDSOR CENTRAL GRADUATE EXHIBITS...

• Self Direction
• Pursues interests
• Perseveres through an ongoing process of success and failure
• Develops intrinsic initiative and responsibility for learning
• Demonstrates skills in time management and prioritizing
• Exhibits a growth mindset

ACADEMIC EXCELLENCE

• Has enduring understanding of essential concepts in academic domains
• Applies and uses content knowledge in authentic situations
• Accesses information efficiently and effectively
• Evaluates information critically and competently
• Has ability to navigate and create in a technology rich, global environment

CRITICAL PROBLEM SOLVING

• Makes judgments and decisions based on evidence and reasoning
• Understands the layers of complexity associated with a given problem and creates solutions that are reflective of this understanding
• Identifies, defines and solves problems and essential questions both collaboratively and independently that connect to the real world
• Acts on creative ideas to make tangible and valuable contributions

SKILLFUL COMMUNICATION

• Communicates for a range of purposes and with a variety of audiences
• Articulates thoughts and ideas effectively (e.g. oral, written, artistic expression, non-verbal)
• Cultivates the ability to listen and network
• Leverages multiple media and technologies
• Communicates effectively in digital and face-to-face environments

STEWARDSHIP

• Serves local and global communities
• Contributes to personal and community health and wellness
• Respects diversity and differing points of view
• Acts with empathy and care for others

COLLEGE ENROLLMENT

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<th>Class of</th>
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<th>2016</th>
<th>2017</th>
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AVERAGE SAT TEST SCORES

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<tr>
<td>2015</td>
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ADVANCED PLACEMENT EXAMS

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<th>Total # of Tests</th>
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<th>% Earning Scores of 4</th>
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COLLEGE ACCEPTANCE 2015-2019

American University
Bard College
Berkeley College (NY)
Boston University
Carleton College
Castleton University
Champlain College
Colby College
Colby-Sawyer College
College of WM and Mary
Community College of VT
Connecticut College
The Culinary Institute of America
Curry College
Dartmouth College
DePaul University
Drew University
Drexel University
Duke University
Fordham University
Georgetown University
Gordon College
Hobart and Wm Smith Colleges
Hofstra University
Husson University
Ithaca College
Kenyon College
Lafayette College
Lehigh University
Lewis & Clark College
Macalaster College
Maine Maritime Academy
Massachusetts Institute of Tech.
McGill University
Miami University
Middlebury College
Montserrart College of Art
Northeastern University
Northwestern University
Norwich University
Nutmeg Conservatory for the Arts
Occidental College
Oregon State University
Rensselaer Polytechnic Institute
Roanoke College
Roger Williams University
Saint Michael’s College
Savannah College of Art & Design
School of Visual Arts, NYC
Simmons College
Skidmore College
Smith College
St. Lawrence University
Syracuse University
The New School
Union College
University of Arizona
University of Alabama
University of CO at Boulder
University of Exeter, England
University of Kansas
University of Notre Dame
University of New Hampshire
University of San Francisco
University of St. Andrews
University of Vermont
Vermont Technical College
VT Woodworking School
Wellesley College
Wentworth Institute of Technology
Xavier University
Clubs and Organizations

Major Time Commitment

Agriculture Exploration Club
Contact: John Hiers
Our club is associated with the Future Farmers of America (FFA), Marsh/Billings National Park and other area organizations. Areas of interest include: horticulture, forestry, horses, wildlife, outdoor recreation (fishing and hiking) and dairy. Members will have the opportunity to compete against other schools, judging in areas of landscaping, horses, maple syrup/tree identification, milk, soil and floral designing at the State and National levels. The FFA Motto: Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

Interact
Rotary International Youth Group, Contact: Sarina Henderson
The Interact Club is a Rotary sponsored Service-Above-Self organization. Student members volunteer to join or can be nominated by faculty members. The organization raises funds to give to individuals and organizations in need either nationally or internationally. There is an international service trip to a third world country each year. Held once a week during A.R.E. time.

Jazz Funk Band(s)
Audition Required, Contact: Jody Henderson
The HS Jazz-Funk Band(s) are made up of 9-12 grade instrumentalists who audition for participation. The groups study and practice a large variety of improvisational based music, and have opportunities to perform regularly in the school, community, and throughout New England. The groups rehearse various mornings before school each week, as well as on some evenings each month.

National Honor Society
Committed Top Students, Contact: Kat Robbins
Membership is determined by an application process and faculty selection on the basis of scholarship, leadership, service and character. The preliminary criteria for acceptance is a total high school grade average of 92 and a demonstrated commitment to community service. Students are required to attend meetings, participate in service-related activities, tutor, and uphold NHS standards. Meetings are held bi-weekly during A.R.E. time.

Yoh Theatre Players
Contact: Marcia Bender
Theatre is a collaborative art that provides ensemble learning by doing creative public performance. Yoh Theatre players become involved with dramatic text, music and movement, set and lighting design, sound, management and marketing as we produce four distinguished plays per year, including one musical, ranging from comic entertainment to serious drama. Yoh Theatre is vigorous, fun, serious, fulfilling, and offers opportunities for all.

Yearbook
Contact: Thomas Reid
Students create the annual yearbook. Students will work with Mr. Reid at a time suitable for productivity. This club can be used for a Pass/Fail credit and finishes at the end of the third quarter.

Moderate Time Commitment

The Buzz
WUHS Newspaper, Contact: Michelle Fountain
Students interested in writing, editing, photography and layout volunteer to bring news for and about students to their classmates. The Buzz Club meets during A.R.E. time but students are not required to attend all meetings to participate. No experience necessary as we will teach you the skills of reporting, writing, and editing as a part of the Club.

Forensics/Debate
The Art of Competitive Speech, Contact: Gordon Ladd
Members meet weekly starting in October during A.R.E. time. In addition to ten statewide tournaments there is a Vermont State Forensics Tournament each February at the Statehouse in Montpelier. The team has been State Champions or Runner-Up 14 of the last 20 years. Most recently they were State Champions in 2019.

Intermediate & Senior Math Team
Math Competition, Contact: Andy Smith
The Intermediate Math Team includes Freshmen & Sophomores, and the Senior Math Team includes Juniors & Seniors. There are four meets per year in the Twin State Math League. Practices are held 2-3 hours prior to each meet. Participants are usually able to schedule around other activities.

Medical Club
Health Care, Contact: Katie Burke
We are a group of students with an interest in some part of the medical community. We pursue opportunities that broaden our awareness of medicine at the community level and beyond. We host First Aid/CPR certification courses, take field trips to medical facilities, bring in guest speakers and seek out volunteer opportunities within our community. The club meets every other week during A.R.E. time.
Scholar's Bowl

Knowledge Competitions, Contact: Tyna Gallagher

Scholar’s Bowl is an academic quiz challenge for secondary schools in Vermont. There are contests through the year with the winning team invited to a national meet in the spring. The format is jeopardy style questions with buzzers. We meet weekly during A.R.E. time from October through May.

Spectrum Teen Board

Drop in Teen Center for grades 7-12, Contact: Joni Kennedy, Heather Vonada

The Spectrum Teen Program has been serving teens for 21 years in grades 7-12. Last year, we opened our program up to middle school students. Our program serves teens from the six sending towns that make up the Windsor Central Supervisory Union. We are under the umbrella of the WCSU. The Spectrum is about building community and relationships while making teens feel included and supported. Over the past year and a half we have worked collaboratively with other groups, organizations and businesses in an effort to offer great teen events out in the community on Friday evenings during the school year. Teens help at fundraisers, events and volunteer their time in an effort to help support our program. We have a rotating group of teens who help plan events. Meetings times are to be announced as location, frequency and times may vary.

Student Council

Student Government in Action, Contact: Marie Anderson and Michelle Fountain

Five enthusiastic and committed students from each class are elected by their peers to serve in student government. The group meets weekly during A.R.E. time to discuss school-wide concerns and initiatives, raise funds for a scholarship and other worthy causes, and to plan Best Day assemblies and other school-wide events. They can be called upon by the administration whenever student leader input or assistance is needed. Also meets at 7:30 a.m. on Best Day days.

Vermont Teen Leadership Safety Program (VTLSP)  Contact: Annie Luke

A peer-to-peer education, prevention, and activism organization dedicated to preventing destructive decisions, particularly underage drinking, other drug use, risky and impaired driving, teen violence, and teen suicide. The purpose of VTLSP is to develop among teen leaders an awareness of prevention and wellness issues while providing them with the resources, skills and adult support with which to facilitate positive change among their peers. The group meets every other week during A.R.E. time.

World Language Club  Contact: Sarah Allen, Marie Anderson, Colleen O’Connell

The World Language club promotes the study of the three languages offered here at WUHS and their cultures: French, Latin and Spanish. The club offers an array of activities such as field trips, competitions, games, movies, international and domestic travel, service opportunities and food and cultural presentations. In addition, each language offers an opportunity to join a nationally recognized honors society: for French La Société Honoraire, for Latin: The Junior Classical League and for Spanish: La sociedad honoraria hispánica. We meet every two weeks with our advisors during ARE block.

Minor Time Commitment

Earth Beat Promoting a Greener Earth, Contact: Kat Robbins

This club works on conservation and sustainability projects on the school campus throughout the year. We’ve focused on composting, waste reduction, and are interested in energy issues as well. The group meets weekly during A.R.E. time.

Queer Straight Alliance Contact: Annie Luke and Lauren Sullivan Justice

The Queer Straight Alliance provides a safe space for students identifying as Lesbian; Gay; Bisexual; Transgender; Queer and Questioning AND their Allies to meet and discuss issues concerning their community. Members of QSA need only have an open mind, a dedication to fairness and a sense of humor. Meetings are held weekly during A.R.E. time.

Additional groups meet during the school year depending on student interest; for example Chess, Culture, Global Stewards, Improv, Outing, Social Justice, Yoga.
IMPORTANT PHONE NUMBERS

WUHSMS Main Office 457-1317  FAX: 457-1850
WUHSMS Counseling Services Office 457-1930  FAX: 457-1392
WUHSMS Learning Opportunities Office 457-4634  FAX: 457-2192
Barnard Academy 234-9763  FAX: 234-9641
Killington Elementary School 422-3366  FAX: 422-3367
Reading Elementary School 484-7230  FAX: 484-3818
The Prosper Valley School 457-1234  FAX: 457-3366
Woodstock Elementary School 457-2522  FAX: 457-3732
Windsor Central Unified District 457-1213  FAX: 457-2989