

Winooski High School

26-27 Program of Studies



Our Mission

All Students will graduate from the Winooski School District (WSD) college and career ready at a cost supported by the majority of the Winooski Community. WSD students will lead healthy, productive and successful lives and engage with their local and global community.

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Policy Statement

Affirmative Action/Non-Discrimination Policy Statement: In accordance with Title IX of the Education Amendments of 1972, all courses at Winooski are open for enrollment for both boys and girls. It is the policy of Winooski High School not to discriminate on any basis in its educational programs, activities or employment policies as required by Title IX, the 1972 Education Amendments, Title VII of the Civil Rights Act, Section 504, and other civil rights legislation. Inquiries regarding compliance with civil rights laws may be directed to Jean Berthiaume, Co-Principal, Winooski High School, Winooski, VT, or the Superintendent of Schools, Winooski School District, Winooski, VT, or the Director of the Office for Civil Rights, U.S. Department of Education, Washington, DC.

Winooski High School Graduation Requirements

In accordance with direction from the Vermont Agency of Education, the Winooski School District has shifted to a proficiency-based learning model. Initially, student progress toward readiness for graduation in this model was reported based on a "level system", with levels ranging from 1 (entering) to 11 (exceeding). Beginning with the 2022-23 school year, the reporting system was revised to a 4-point proficiency scale. Simultaneously, scores that had previously been reported in the 11-point system were converted to the 4-point system to ensure consistency on and interpretation of the transcript.

In addition to the reporting system changes, the Graduation Requirements were reviewed and updated. As is usual with a change in requirements, there is a gradual introduction of the revision so that students nearing graduation will not suddenly need to revise their learning plan. You will see notes about these differences below. To meet Graduation Requirements, students demonstrate competency in both the skills (GPs) and dispositions (GXs) needed to be college and career ready.

Graduate Expectations

Through community-wide collaboration, Winooski developed its set of Graduate Expectations (GX's). This system is designed to bring greater focus on, and intention to, the transferable skills pertinent to life in the 21st century. Each is

assessed through Capstone, a multi-stage performance-based assessment and final demonstration of learning presented during our Expo Weeks in January and June. Students may complete a Capstone in various years throughout their high school career.

Graduation Proficiencies

The Graduation Proficiencies are assessed in the classroom through Performance Indicators derived from the national standards of each content area. Graduation Proficiencies may also be met through participation in a variety of Flexible Pathways in which these skills are taught and applied.

- Civic Reasoning
- Critical Reading
- Critical Writing
- Financial Literacy
- Historical Inquiry
- Mathematical Reasoning
- Non-Native Language*
- Physical Health
- Scientific Reasoning
- Social Emotional Health
- Speaking and Listening
- Performing or Visual Arts.

*How to meet the Non-Native Language requirement:

1. Show proficiency in a French course at WHS.
2. Take a language course via a Flexible Pathway opportunity (i.e., VTVLC, Dual Enrollment, etc).
3. ML students: show proficiency in any ML course.

*If a student would like a "**Distinction of Multilingualism**" to appear on their transcript, they must connect with their School Counselor and schedule a proficiency assessment in another language with the ML department.

All students must achieve an overall score of 2.6 or higher for each GP scored each year to meet requirements.

Minimum Course Requirements

A course at WHS is defined as lasting a full year. A half year course will meet .5 of a course requirement.

- 4 English
- 3 Math
- 3 Science
- 3 Social studies (incl. 1 Government / Civics)
- 2 Performing/Visual Arts (Any combo)
- 2 Physical Education courses
- 1 Non-native language
- 1 Health
- 1 Financial Literacy

All students must complete a specified number of courses to demonstrate readiness for graduation. These courses may be completed in a combination of WHS courses or other learning opportunities. It is important for students to work closely with their School Counselors and Advisors to ensure their learning plans meet the expectations of this range of courses.

General Information

Accreditation

Winooski High School is accredited by the New England Associations of Schools and Colleges (NEASC) and the Vermont Agency of Education.

Curriculum

For over 10 years, Winooski has been developing and refining a proficiency based learning model. Through community-wide collaboration, WHS has developed a set of Graduate Expectations (GXs) in 6 mastery skill areas: Communication, Critical Thinking, Culture and Community, Persistence, Creativity and Wellbeing. In addition, the Graduate Proficiencies (GPs) define the disciplinary reasoning skills that students should develop before they graduate from WHS. Students demonstrate their proficiency through traditional WHS courses, through capstone projects and via multiple diverse learning opportunities.

School Counseling

Winooski High School offers a comprehensive school counseling program designed to meet the academic, social-emotional and career/post-secondary planning needs of all students. Each student/family is assigned a school counselor to be their primary contact to address these multiple needs. While counselors will be providing developmentally appropriate classroom/advisory based programming throughout the school year, students/families should feel free to access their school counselor as needs arise.

Schedule

Currently Winooski High School runs an adapted four by four schedule. With four blocks a day, one of which is sometimes split, students can complete a traditional full year course in one semester. This allows for students to focus on fewer courses at a time and engage in a more immersive learning experience with the material.

Grading & Ranking

The terms Exceeding (4), Meeting (3), Developing (2), and Entering (1) are used on our rubrics to communicate information at the Performance Indicator assessment level, including Capstone presentations.

INC	Incomplete
IE	Insufficient Evidence (with a plan for completion)
1.0 - 1.5	Entering
1.6 - 2.5	Developing
2.6 - 3.2	Meeting
3.3 - 4.0	Exceeding

The proficiency-based assessment scores are aggregated in each course to calculate a Course Score and across courses to report Graduation Proficiency and Graduate Expectation scores. These scores can be seen on quarterly progress reports and on transcripts. They are interpreted on the table to the left.

The Course Score Average (CSA) is reported only on the transcript and is calculated as a simple average of all course scores received from Winooski High School. Scores/grades listed under Flexible Pathways or reported from other schools are not aggregated in the CSA.

Winooski High School does not rank students.

Course Sequencing

The rich and diverse cultural and educational backgrounds of our students means that each student moves through the Winooski High School graduation pathway in a unique way. While we have a core curriculum that many will follow through their time at WHS to reach competency, many others will be supported to develop their English Language and other skills along the way. Students will work closely with their teachers, advisors and counselors to determine their best pathway forward.

Schedule Changes

Students may change their schedules during the first two weeks of each semester. Students may initiate any change through their school counselor and in consultation with their teacher, advisor and case manager if relevant. Students should remain in their current course until a change has been completed.

Balancing Course Sections

WHS reserves the right to adjust course rosters to balance course sections to promote equitable learning opportunities.

Dropping Courses

Proper placement and ongoing support are essential components of student success. When students find themselves struggling to succeed in a particular course, the best course of action is to seek help from the teacher, the school counselor and the student's advisor. WHS has a variety of supports available. In the event a student wants to drop a course after the planned schedule adjustment time, it is important to note that drops after the first marking period of the

class will result in a student receiving an Incomplete (Inc) on their transcript. Drops prior to this time will not appear on a student's record. Exceptions to this policy may be made in consultation with the teacher, counselor and advisor.

Repeating Courses

Generally, courses that have already been successfully completed may not be repeated for additional credit. If a course is repeated here at WHS or through an outside accredited institution, both learning experiences will appear on the student's transcript but only the higher of the two grades will be included in the student's CSA calculation. An exception to this is iLab which can be taken multiple times to demonstrate competencies, and Performing Arts courses which can be repeated to increase competencies.

Meeting Course Requirements Through Out-of-School Experiences

Students wishing to receive credit for coursework outside of WHS should meet with their School Counselor to ensure that the course will be eligible as a graduation requirement. Courses must be offered by an accredited educational program and students must provide documentation of successful completion. Because of various course names and levels across institutions it is critical that students/families obtain prior approval before enrolling; this will ensure the course approved addresses the competencies the family is intending.

Graduation Planning

As noted previously, students come to WHS with diverse educational backgrounds. As a result, it is important not to assume that a student will graduate in the traditional 4 years. Some students will be able to demonstrate graduation competency and readiness for college or a career in three years, most will require four or more years to complete their personal learning plans. Students and families should work closely with their school counselors to be sure they are constructing a plan that meets their/their child's individual goals for after high school.

Advisory

The purpose of the WHS advisory is to cultivate healthy and caring relationships within the school community while fostering academic and personal growth and well-being. The WHS Advisory program focused on 3 goals:

- Advisors know students well.
- Advisory supports students in working toward their academic and personal goals, as well as their post-high school plans.
- Advisory is a collaborative learning community for students to connect with each other and the advisor.

The philosophy of the advisory curriculum is for each student to feel connected, competent and contributing. Each piece of the advisory program is based on this philosophy: community-building activities (both within the advisory and across the school), 1:1 check-ins between the advisor and students, goal-setting and reflection activities, life skills such as advocacy, discussions, and community meetings. The four advisory strands that interweave to create the curriculum are:

- Building Strong Relationships
- College/Career Exposure and Support
- Strengthening Culture and Community
- Academic Advising

Flexible Pathways

In part due to the relatively small size of our student body and the diverse array of learning backgrounds and styles, WHS seeks to offer a broad range of learning opportunities beyond those of a traditional comprehensive high school both inside and outside of the building. These include opportunities to enhance English language, math and literacy skills within the

curriculum, as well as co-enrollment at two local technical centers (Center for Technology Essex and the Burlington Technical Center).

iLab

iLab is the high school's personalized learning environment for any student, 9th through 12th grade who wants to choose their own topic of study. Students will have one iLab course each day where they study independently in non-traditional ways, design projects and assessments that work for them, and routinely work with community experts to enhance their learning. Students may take iLab to demonstrate ANY Graduate Proficiency(GP) requirement, can take it multiple times, and can use it to help complete many Capstone requirements.

Work-Based Learning

Work-based learning focuses on developing career awareness and exploration via classroom experience, informational interviews, community engagements on- and off-site, career panels, field trips, conferences, job shadows, service learning, internships and apprenticeships. Students are able to create a Work-based Learning Training Plan that is integrated into their Personalized Learning Plan and/or plan for graduation. Work-based learning experiences may be used to demonstrate proficiency through iLab or integrated into a Capstone project, and support both in-school and out-of-school experiences. Students and families should connect with the Flexible Pathways/Work-Based Learning Coordinator if they have questions about these opportunities.

Career Awareness & Exploration

IND128

GX: Persistence

GP(s): Speaking and Listening

This course is designed to advance Winooski High School students' career readiness. Students engage in comprehensive, sequential career awareness and exploration activities, on and off-campus. Students complete career interest inventories, make field trips to local organizations to engage with professionals, and learn about Vermont's growing industries. At the conclusion of the course, students will know how to research career pathways; understand how to create personalized career exploration plans; and, demonstrate employability skills. Students will advance their speaking and listening graduation proficiencies and the graduation expectation of persistence. This course is for 9th - 12th grade students and will be responsive to where students are in their post-secondary planning: from "I have no idea what my future career might be" to "I have known since I was in elementary school what my dream job is." Students will leave with a foundation in career awareness and exploration that prepares them for the next phases in their career readiness: career preparation and training.

Prerequisites: None

Typical grade level: 9-12
Full year

Intro to College and Careers

GX: Communication

GP(s): Speaking and Listening, Critical Writing, Critical Reading

This course provides high school students with the opportunity to explore the college experience within the context of their future career goals. Students reflect upon their strengths, interests, values, and goals by focusing on three key questions -- Who am I? What are the habits of effective people? What will I do after high school? -- and learn about the expectations necessary to succeed in academic and professional settings. In addition to the core curriculum, students will complete eight modules on a variety of topics, including time management, test taking, paying for college and communication skills. This course also provides students with an introduction to online learning, including an overview of the College's portal environment. This course is a suggested prerequisite for dual enrollment or early college, but is appropriate for any student who is ready to explore the world of work and college.

Prerequisites: None

Typical grade level: 10-12
Semester

Onion River Schoolhouse

Ecology and Environmental Literature

GX: Critical Thinking or Persistence

GP(s): Scientific Reasoning; Critical Reading; Critical Writing

The WHS Onion River Schoolhouse offers a small, student-focused learning environment in a rigorous integrated program. As a member of ORS, students become contributing members of our learning community and embrace new academic opportunities, both within and outside the traditional classroom.

The program will focus on the whole group, Graduate Expectations (GX) all the while leveraging Project Based Learning opportunities. Students will actively engage in real-world projects, partnering with community members and experts, that incorporate Science and English (GPs) while producing a GX-focused project. Each semester will provide students with multiple projects and learning opportunities to demonstrate growth toward graduation requirements. Simply put, students must practice and develop multiple skills to effectively complete their projects. Upon completion, each student will present their GX projects at Winooski High School's Expositions of Learning.

Prerequisite: None

Typical grade level: 10-12
Two blocks

Technical Center Study

Winooski High School students can access technical education at both the Burlington Technical Center (BTC) and The Center for Technology, Essex (CTE). Although some of the same courses are available at both centers, each center has its own unique delivery model. Students will have the opportunity to visit programs at each center to decide which one best meets their educational goals and needs. Please see your School Counselor for more information. More specific information and detailed course descriptions on both centers can be found at the individual centers web site.

Burlington Technical Center

<http://burlingtontech.org>

- Half day program.
- Awards 3 course credits per year.
- Students will continue to take WHS courses when they are not at BTC.
- Programs run in the morning or in the afternoon.

Center for Technology, Essex

www.go-cte.org

- Full day program.
- Awards 6 course credits per year.
- Students may take additional academic courses at CTE.
- Pre-tech program is also available for 10th graders.
- Programs run all day.

The primary objective of all the technical programs is to provide students with specific knowledge and skills to enable them to obtain employment upon program completion and/or to enter college with some specific, advanced training. Students may experience a school-to-work placement during the year in their technical field, which may evolve into paid work (Co-op in the second year) for successful and motivated students. Industry credentials and licenses are affiliated with many of the programs as well.

Dual Enrollment / Early College

These programs are designed to support students who have mastered initial core academic courses and are ready for a higher level of challenge as well as diverse learning opportunities available at a college setting. As a result, students are expected to work closely with their school counselor to determine their readiness to tackle the academic challenge.

Dual Enrollment

Dual Enrollment courses are offered within WHS and at local colleges. This option is available to Vermont high school students who have completed their sophomore year in high school. Courses must be completed prior to their high school graduation. Students typically should have demonstrated the capacity to succeed in a general education class within the Winooski HS core curriculum prior to enrolling in a Dual Enrollment course.

Early College

This option allows students to complete their final year of high school and their first year of college at the same time. Students must unenroll from Winooski HS as they will be considered a full time college student. Students will be briefly re-enrolled into WHS at the end of their school year in order to participate in graduation. Students interested in Early College should work closely with their school counselor to ensure their readiness for this program including successfully completing Intro to College and Careers or a Dual Enrollment course prior to applying. Students should have completed their Capstones prior to enrollment in the Early College program.

Vermont Virtual Learning Cooperative

Online courses offered through the Vermont Virtual Learning Cooperative (VTVLC) expand Winooski HS course options including AP and honors courses. Students should speak to their school counselors for more information.

YouthBuild

Winooski High School has established a co-enrollment agreement with ReSOURCE YouthBuild, a comprehensive training program for youth seeking alternative pathways to education and employment. The program offers high school students a chance to earn their high school diploma while earning trade certifications in construction and weatherization. As part of their experience, participants also engage in community service, contributing to local projects and initiatives.

NCAA Clearinghouse & Athletic Eligibility

Students who intend to play sports at a Division I or Division II college must register with the NCAA Initial-Eligibility Clearinghouse. For specific information on NCAA eligibility requirements, consult the website at www.ncaaclearinghouse.org. It is very important to note that not all WHS courses are considered core academic courses by the NCAA Clearinghouse. In addition, independent study, online, or middle school courses are also not typically considered to be core courses. The NCAA only views courses in English, Mathematics, Science, Social Studies and World Languages as core courses. You can find a list of approved WHS courses on the NCAA website.

Course Listing by Department



Arts - Performing and Visual

Creativity Capstone

VIS400

GX: Creativity

GP(s): Visual Arts and/or Performing Arts, as determined by the student and teacher.

For the Creativity Capstone, students will deeply explore the four dimensions of the Creativity GX: Generating Ideas; Awareness of Process: Experimentation; and Engaging Multiple Perspectives. They will combine learning of two unrelated topics/skills learned during their coursework at Winooski to create/make/write/perform/produce something that is uniquely theirs.

Prerequisites: Successful completion of at least one semester Performing or Visual Arts class. Semester

Performing Arts

Students may Capstone in any of these classes in consultation with their instructor.

Chorus

MUS100

GX: Creativity

GP(s): Performing Arts

The WHS Chorus welcomes all singers, regardless of ability or experience. Students study and perform a variety of styles, from different periods and cultures. They will learn music theory, which supports the repertoire. Students are required to perform in concerts. This course may be taken more than once for credit.

Prerequisites: None Typical grade: 9-12
Full year

Band

MUS104

GX: Creativity

GP(s): Performing Arts

Students grow in their ability to play various musical instruments as part of an ensemble. Students are required to perform in concerts and marching shows throughout the year.

Prerequisites: One year of previous experience playing an instrument. Typical grade: 9-12
Full year

Guitar

MUS101

GX: Creativity

GP(s): Performing Arts

Guitar class is open to all students, with or without experience playing guitar. Students will learn open chords, power chords, moveable chords, accompaniment techniques, and a variety of playing techniques and styles. The course also includes music fundamentals, theory, performance, listening, and learning how to read standard music notation.

Prerequisites: None

Typical grade: 9-12
Semester

Piano

MUS102

GX: Creativity

GP(s): Performing Arts

This class is open to all students regardless of experience. Students will learn the basics of playing the piano including how to read music notation, how to play chords, and how to learn the songs you like to listen to. This class is self-paced and designed to give students the tools to continue learning outside of the classroom.

Prerequisites: None

Typical grade: 9-12
Semester

Music Studio

MUS103

GX: Creativity

GP(s): Performing Arts

In Music Studio, students will learn how to use a variety of recording tools including Logic, Garageband, Audiotool, and more to make their music come alive. Students will learn the basics of beat making, recording live sounds such as singing or instruments, and how to mix it all together to share with friends. After the creative process, students will engage in community opportunities through sharing their own creations, visits with professional musicians, and field trips to performances and recording studios. If you like to write songs/beats, sing, play an instrument, or make your own recordings, this class is perfect for you.

Prerequisites: None

Typical grade: 9-12
Semester

Visual Arts

Foundations of Art

VIS105

GX: Creativity: Creating, Responding, Presenting, Connecting

GP(s): Visual Arts

This year-long course offers a deep dive into the four major disciplines of visual art. By rotating through drawing, painting, printmaking, and sculpture, students will explore various materials, techniques, and processes in all four disciplines. Students will build upon fundamental concepts and will view, analyze, and connect to various artworks. They will develop a robust portfolio and will have the opportunity to present their own work within the school.

Prerequisites: None

Typical grade: 9-12
Full year

Drawing

VIS100

GX: Creativity: Creating, Responding, Presenting, Connecting

GP(s): Visual Arts

This year-long course establishes drawing as the fundamental building block of visual art and provides the essential skills for all future art study. Throughout the year, students will explore a wide range of materials, techniques, and processes associated with drawing. For example, students will begin their practice by using line and pattern. They will then advance to observational drawing, developing abilities to render value, light, and contrast to achieve realistic form. Students will expand their use of color theory and experiment with diverse drawing media. Throughout the year, students will view, analyze, and connect to various artworks, and will have the opportunity to present their own work within the school.

Prerequisites: None

Typical grade: 9-12
Semester

Painting

VIS101

GX: Creativity: Creating, Responding, Presenting, Connecting

GP(s): Visual Arts

This year-long Painting course is designed for students ready to dive into the expressive world of color and light. Students will practice their skills and techniques in media such as acrylics and watercolor. The year will include an intense focus on color theory, complex mixing, and advanced application techniques. Projects will balance technical discipline and observation skills with creative freedom. The subject matter will vary from realistic to abstract. Throughout the year, students will view, analyze, and connect to various artworks, and will have the opportunity to present their own work within the school.

Prerequisites: None

Typical grade: 9-12
Semester

Printmaking

VIS103

GX: Creativity: Creating, Responding, Presenting, Connecting

GP(s): Visual Arts

Printmaking enables students to go beyond simple drawing and painting and transform original designs into unique works of art. This course is ideal for students who want to experiment, innovate, and develop skills and techniques related to different forms of printmaking. Examples of printmaking techniques that may be used to create are collographs, found objects, gelli printing, lino and/or silkscreen. Students will refine compositional skills, understanding of positive/negative space, and learn how to execute a strong artistic vision in a repeatable form. Throughout the semester, students will view, analyze, and connect to various artworks, and will have the opportunity to present their own work within the school.

Prerequisites: None

Semester

Sculpture

VIS104

GX: Creativity: Creating, Responding, Presenting, Connecting

GP(s): Visual Arts

This course is designed for students who want to innovate, problem-solve, and develop essential technical skills in building and design. Students will practice seeing the world in three dimensions, and gain valuable experience in translating an idea from a sketch into a fully realized, tangible object. Examples of materials that may be used to create are cardboard/paper, found objects, wire, and clay. Students will leave the course with a portfolio of diverse sculptural pieces that showcases their creativity and technical range. Throughout the semester, students will view, analyze, and connect to various artworks, and will have the opportunity to present their own work within the school.

Prerequisites: None

Semester

Business

Personal Finance

BUS100

GX: Critical Thinking

GP(s): Financial Literacy

Students will learn about colleges & careers, the cost of living, financial planning, and how to make money with money. Students will complete this class with an in depth financial plan for their future. Successful completion of this class meets the Financial Literacy requirement. Additionally, students will learn to be smart shoppers, informed taxpayers, and valued employees. We will use mathematical thinking to analyze personal finances. This course is required of all students to meet the Financial Literacy GP.

Prerequisites: Successful completion of ML 3

Typical grade: 10-12
Full year

Financial Accounting (Dual Enrollment)

BUS301

This class will use one of the student's two dual enrollment vouchers.

GX: Critical Thinking

GP(s): Math Reasoning

This is an opportunity for students to earn three college credits. Accounting is the language of business. In this course, students will learn more about businesses and how they manage money. Students will utilize math skills, while keeping track of business transactions. This class will be helpful for students moving on to the Entrepreneurship Capstone course. This class is a dual enrollment course to earn college credit and can be used to meet one of the three WHS math graduation requirements.

Prerequisites: Pre-Algebra and grade 11 standing to be eligible to use a Dual Enrollment voucher. *Certain 10th graders may enroll in consultation with their School Counselor.*

Typical grade: 11-12
Full year

Note: This 3-credit dual enrollment course is offered through the Community College of Vermont and uses the Canvas classroom management system. Grading is handled through CCV's learning management system. The class meets at Winooski High School, with attendance monitored through PowerSchool.

CCV's Course Description is as follows: This course introduces students to problems of external reporting as they relate to service providers, merchandisers, and corporations. Students examine the various accounts found in financial statements and learn how to put these accounts together to render meaningful statements that communicate pertinent information to those who read them. Basic math skills are required. Students have the opportunity to take the Bookkeeping Certification from the National Association of Certified Public Bookkeepers (NACPB) in this course.

Introduction to Business (Dual Enrollment)

BUS201

This class will use one of the student's two dual enrollment vouchers.

GX: Critical Thinking, Persistence (capstone options for both).

How would you like to be your own boss? In this class students will have the opportunity to learn more about business by creating their own micro business and learning the basic concepts and principles of business. Students will learn how to make a product, and work with their peers to produce, market and keep track of sales. To successfully complete this course, students must be able to work independently and meet deadlines, while also collaborating with their peers. Students have the opportunity to complete a capstone project per semester. The first semester they take the course, students will focus on the Critical Thinking capstone and the second semester students will work on the Persistence capstone.

Note: This 3-credit dual enrollment course is offered through the Community College of Vermont and uses the Canvas classroom management system. Grading is handled through CCV's learning management system. The class meets at Winooski High School, with attendance monitored through PowerSchool.

CCV's course description is as follows: This course is an introduction to the characteristics, organization, and operation of business, including organization and management, production planning and control, marketing, finance, day-to-day operations in the areas of accounting, personnel, research and development, and management information systems.

Prerequisites: Grade 11 standing to be eligible to use a Dual Enrollment voucher. *Certain 10th graders may enroll in consultation with their School Counselor.* Typical grade: 11-12 Full year

Driver Education

Driver Education

IND116

GP(s): Preparation for Department of Motor Vehicles skills test

The State of Vermont has approved the Driver Education program at Winooski High School. This program consists of 30 hours of classroom instruction, 6 hours of behind-the-wheel practice, and 6 hours of observation of other student drivers. This is a comprehensive program that addresses the emotional, physical, and psychological skills needed to become a safe, defensive driver. Satisfactory completion of this course will enable students to qualify for the "Junior operator" license once they have completed the other State requirements of logging 40 driving hours and having their valid permit for one year. Students will be assessed on their understanding of the concepts of driving through written tests and assignments, traffic-safety scrapbook, as well as driving skill tests, to assess their physical and emotional abilities to be safe, defensive drivers.

Prerequisites: Possession of a valid driver's permit, Completion of ML 1 or above

English

English 9

ENG102

GX: Communication

GP(s): Critical Writing; Speaking and Listening; Critical Reading

In this course, students will think about the stories, fiction, and non-fiction that make us who we are as individuals and

society as a whole. Students will review narrative elements and literary devices to improve reading comprehension. Students are asked to reflect, discuss, and write about poems, short stories, novels, primary sources, and informational articles. In addition, students will hone their writing skills by mastering summaries, literary responses, reports, and essays.

Prerequisites: none

Typical grade: 9
Full year

American Literature

ENG200

GX: Communication

GP(s): Critical Writing; Speaking and Listening; Critical Reading

This course is designed to provide a challenging environment for students to explore American literature in order to draw conclusions about American society. We build upon the reading strategies and writing skills taught in 9th grade Humanities. Students will review narrative elements and literary devices to improve reading comprehension. Students are asked to reflect, discuss, and write about poems, short stories, novels, primary sources, and informational articles. In addition, students will hone their writing skills by mastering summaries, literary responses, reports, and essays.

Prerequisites: Successful completion of English 9

Typical grade: 10
Full year

Creative Writing

ENG301

GX: Communication

GP(s): Critical Writing; Speaking and Listening

Students will read a variety of poetry and prose from different literary movements. Students are encouraged to experiment while developing their own sense of style, voice and technique. Students will engage in the process of workshopping, which includes pre-writing, multiple drafts, peer editing, and publishing. Students will write poetry, short stories, essays, and complete a significant presentation.

Prerequisites: 10th grade American Literature or an equivalent course

Typical grade: 11-12
Semester

Literature and Composition

ENG304

GX: Communication (practice for capstone)

GP(s): Critical Reading; Critical Writing; Speaking and Listening

Students will evaluate works of fiction, poetry, and drama from various periods and cultures. Students will read short stories and a novel and write essays to explain and support their analysis. Through close reading of texts, students will understand the techniques used by an author and their effects on the reader. Students will present their interpretations and make an argument in writing and speech formats.

Prerequisites: American Literature or the equivalent.

Typical grade: 11-12
Full year

AP Literature and Composition

ENG402

Students may have an option to use one of their two dual enrollment vouchers to get college credit through Saint Michael's College

GX: Communication

GP(s): Critical Reading; Critical Writing

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Prerequisites: Successful completion of 2 English courses.

Typical grade: 11-12
Full year

Gothic Literature

ENG300

GX: Communication

GP(s): Critical Reading; Speaking and Listening

In Gothic Literature students will establish the definition of "gothic", explore monsters, landscapes, victims, and architecture as they appear in Gothic novels. Students will discover how "gothic" has become synonymous with "horror." Students will explore complex themes that demand close reading, critical thinking, and creative reasoning. In addition, students will tackle a range of challenging texts, explore nuanced ideas through dialogue, speeches and Literature Circles, and refine their writing skills through expository and persuasive essays.

Prerequisites: American Literature

Typical grade: 11-12
Semester

Global Explorations: Somalia, Nepal, and the DRC

SOC101

GX: Critical Thinking

GP(s): Writing, Critical Reading, Speaking & Listening, Historical Inquiry

Do you want to learn more about the history and current issues of a country where many people in Winooski are from? We will explore broad themes of colonization, resistance, globalization, and development that are at play in these countries. The class will culminate in a research project focused on problem solving.

Prerequisites: none

Typical grade: 9-12 (For grades 9 and 10 does not replace required Eng/SS)
Full year, alternating years

Challenging Systems of Oppression: From Reconstruction to Black Lives Matter

SOC201

GX: Critical Thinking

GP(s): Writing, Critical Reading, Speaking & Listening, Historical Inquiry

Are you angered by the inequalities that still exist in our society? Are you curious to explore what you can do to challenge systems of oppression? This class gives students an opportunity to trace the historical roots of oppression in

our country and to study successful resistance movements. The class will culminate in a project of students' choice where they use their new knowledge and skills to fight against a current injustice in our world. **This course is also listed under Social Studies.**

Prerequisites:

Typical grade: 9-12 (For grades 9 and 10 in addition to required Eng/SS)
Full year, alternating years

English 12: Senior English & Capstone

ENG403

GX: Communication

GP(s): Critical Writing; Speaking and Listening; Critical Reading

This course prepares seniors for the communication demands of their first year of post-secondary education. Students move through four quarterly units: memoir and college essay writing; research skills; research-based academic writing; and public speaking.

Throughout the year, students read, write, and discuss using a wide range of sources, including news and magazine articles, peer-reviewed research, books, interviews, talks, and documentaries. They also learn practical academic tools such as reference management and digital note-taking. Instruction is heavily scaffolded early in the year and gradually removed to build independence. The required Communication Capstone is integrated into the research and speaking units.

Prerequisites: Students must complete three English courses or the equivalent before registering for this class, which includes the Communication Capstone.

Typical grade: 12
Full year

English for Multilingual Learners (ML)

Multicultural Reading and Writing (ML 4)

MLL202

GX: Communication

GP(s): Speaking and Listening; Critical Writing; Critical Reading

This course is for high intermediate Multilingual Learners with competency levels achieved through their prior education. Students improve their English language skills by studying a variety of literary and current events materials, with integrated grammar and vocabulary instruction. This course emphasizes the development of skills to analyze a variety of texts, complete on-demand writing activities, participate in class discussions, and give clear oral presentations.

Prerequisites: Successful completion of preceding ML course / teacher recommendation

Full year

Reading for Persistence

MLL403

GX: Persistence

GP(s): Non-Native Language, Critical Reading

This is an ML Reading class for students who have completed 1-2 ML Reading classes. This course will give students the opportunity to showcase their reading progress and complete the Persistence capstone.

Prerequisites: Teacher recommendation

Full year

French

French 1

FRE101

GX: Persistence

GP(s): Non-Native Language

French 1 is built on who students are, what they care about, and what they can dream up. We make stories, characters, skits, drawings and more. We use these strategies to support our study of the textbook as students develop novice-level listening, reading, and writing skills. The teacher uses the language in a way that will always be understood if students engage and ask for help when stuck. Students will never be required to speak in front of the class on their own. Students also engage in independent, self-paced online tools that can build their foundation of the French language. We use this learning to practice Persistence. Students figure out who they are as learners, learn how to practice deliberately and how to value mistakes as learning opportunities.

Prerequisites: None

Full year

French 2

FRE201

GX: Persistence

GP(s): Non-Native Language

French 2 builds on strategies used in French 1. Students' identities and ideas remain central. There is increased emphasis on grammatical structures, reading and writing, and conversational practice. Students practice speaking French independently as we treat topics like everyday life and food and shopping. We begin practicing the past tenses and work toward finishing the level 1 textbook.

We study authentic culture and engage in current events from the Francophone world. Students' Persistence practice is applied to the specific challenges inherent in learning French. Students determine their own supplemental practice and reflection on that practice. In addition, they show and talk about their growth in French. These aspects of Persistence may be the basis for their GX capstone.

Prerequisites: Successful completion of French 1 or teacher recommendation.

Full year

French 3

FRE301

GX: Persistence

GP(s): Non-Native Language

Much of this class is conducted in French as we move to the second level textbook. Students focus on continued development of effective communication to discuss and write about a variety of topics. The French language is used to explore cultural topics (literature, history, the Francophone world, philosophy, cinema, etc.) in spoken and written language. Students work to master more advanced grammatical concepts and language structures, including the past and future tenses. Students are assessed regularly on their ability to communicate using varied language. Students

working at this level should have a good deal of evidence to showcase for the Persistence capstone, which they should be able to do in French.

Prerequisites: Successful completion of French 2 or teacher recommendation.

Full year

French 4

FRE401

GX: Persistence

GP(s): Non-Native Language

Students will continue to improve upon their functional language skills through the study of topics that include francophone history and geography and our consideration of grammatical structures expands to more advanced tenses (the conditional, irregular verbs, the simple future, etc.) and advanced grammar topics/nuanced verbs. Students will regularly be required to show their mastery of French through presentations, essays and conversations.

Prerequisites: Successful completion of French 3 or teacher recommendation.

Full year

Health

Health

HLT100

GX: Wellbeing

GP(s): Social-Emotional Health

This course will equip students with the ability to comprehend health literacy concepts related to health promotion and disease prevention and to demonstrate health-enhancing skills. Unit topics include: Personal Health & Wellness including injury and illness prevention, CPR/First Aid, and nutrition; Sexuality & Reproductive Health including abstinence, prevention of pregnancy and sexually-transmitted infections; and Mental Health including stress management, substance misuse and suicide prevention. Students can expect to learn or improve skills in accessing reliable information, analyzing influences, interpersonal communication, decision making and self-management. This course is required to fulfill the Social-Emotional Health GP.

Prerequisites: None

Typical grade: 9-10
Full Year

Food & Culture

HLT201

GX: Wellbeing; Culture & Community (*good opportunity to capstone*)

GP(s): Social-Emotional Health

Sociocultural Health refers to the influences that society and culture have on one's health outcomes. In this course, students will examine these influences on food choices and eating behaviors, analyze the impact of food availability and access on their family/community's health, and develop an appreciation of diverse cultures through cooking and eating. Students will also develop and demonstrate health-promoting cooking skills and safe kitchen practices.

Students will employ and expand on health literacy and health-enhancing skills gained in Health/Essential Health and have an opportunity to gain knowledge and practice skills for Culture & Community GX.

Prerequisites: Health or Essential Health

Typical grade: 10-12
Semester

GX: Wellbeing; Culture & Community (*good opportunity to capstone*)

GP(s): Social-Emotional Health

Sociocultural Health refers to the influences that society and culture have on one's health outcomes. In this course, students will examine these influences on health outcomes and behaviors. Students will learn about the social determinants of health, explore how our cultures and values affect health outcomes, and analyze what we as individuals can do to change societal health outcomes. Students will employ and expand on health literacy and health-enhancing skills gained in Health/Essential Health and have an opportunity to gain knowledge and skills for Culture & Community GX. Students may also use this class to Capstone in Culture and Community if they choose to do an additional action project.

Prerequisites: Health or Essential Health. ML Level Intermediate or above.

Typical grade: 10-12 Semester

Independent Learning

iLab: Independent, Personalized Learning & Flexible Pathways

IND100

GX: Persistence

GP(s): Students may take iLab to demonstrate **ANY** Graduate Proficiency (GP) requirement, can take it multiple times, and can use it to help complete many Capstone requirements.

iLab is the high school's personalized learning environment for any student, 9th through 12th grade, who wants to choose a topic they care about or a problem they want to solve. Students will study independently in non-traditional ways, design projects and assessments that work for them, and routinely work with community experts to enhance their learning. The iLab has helped support over 500 independent projects ranging from studying how to become a veterinarian, to learning how to cook vegetarian. The iLab is a great fit for any student looking to approach learning a bit differently and personalize their learning experience along the way.

iLab offerings for students include:

- **iLab Project:** In the iLab, students can follow their passions, explore subjects they've always wanted to, and be creative during the school day. Previous Projects Include: Photography, Electronic Music, Coding, Graphic Design, Poetry, Cooking, 3D Printing, Animation, Dance, Videography, Psychology, and Forensic Science.
- **Flexible Pathways:** Students engaged in learning outside of traditional school hours and classes may use iLab to document and synthesize their learning experience in order to demonstrate proficiency. For example, summer learning such as GIV, MedQuest, VYCC; ongoing classes with an outside organization such as BCA, the Flynn; religious studies; non-school sports such as AAU, U-16, travel leagues.
- **Communication Capstone Hours:** Students planning to enroll in the Communication Capstone course can take iLab the semester prior in order to receive support for completing their Capstone proposal and project hours.
- **Persistence Capstone:** Students wishing to complete a capstone in Persistence can also sign up for iLab.

Prerequisites: None

Semester or full year

Mathematics

Pre-Algebra

MAT102

GX: Persistence

GP(s): Math Reasoning

Pre-algebra is a course that bridges the topics of intermediate math with a strong foundation for studying algebra.

Prerequisites: Teacher recommendation Full year

Algebra 1

MAT200

GX: Persistence

GP(s): Math Reasoning

Students in this class will discover the big ideas about how linear relationships are shown through tables, equations, and graphs. We will begin by exploring operations with positive and negative numbers and the order of operations. Along the way we will critique and debate multiple pathways to solve for unknown values in equations, extend our ideas of equality to inequalities, and use the structure of matrices to make sense of multi-variable situations.

Prerequisites: Teacher recommendation Full year

Geometry

MAT202

GX: Persistence

GP(s): Math Reasoning

Students learn the language of geometry, area and perimeter, inductive and deductive reasoning, geometric construction, geometric proof, right triangle trigonometry properties, angle properties, properties of parallel and perpendicular lines, coordinate geometry, triangle congruence, properties of triangles, and properties of quadrilaterals. Students calculate perimeter, area, surface area, and volume; solving right triangles; similar triangles; transformations; circle theorems; and, the effect that change has on perimeter, area, and volume measurements.

Prerequisites: Algebra or teacher recommendation Full year

Algebra 2

MAT301

GX: Critical Thinking

GP(s): Math Reasoning

Algebra 2 emphasizes linear and quadratic expressions, equations, and functions. This course also introduces students to polynomial, rational and exponential functions. Students explore the structures of and interpret functions and other mathematical models.

Prerequisites: Geometry Typical grade: 10-12
Full year

Introduction to Statistics and Probability

MAT102

GX: Persistence

GP(s): Math Reasoning

Probability and Statistics is an introduction to statistics that emphasizes working with data, graphs, and statistical ideas. Students will collect, analyze, and draw conclusions from both one-variable and two-variable data. In addition, they will use random variables and probability distributions to draw conclusions about data and situations using confidence intervals and significance testing. Course content includes theory of probability, description of statistical measurements, sampling and experimental design, probability distributions, and statistical inference. Graphing utilities and other relevant technology tools will be used when appropriate to support instruction, especially to allow students to explore graphical, numerical, and symbolic relationships.

Prerequisites: Geometry or instructor permission

Typical grade: 10-12
Full year

Pre-Calculus

MAT300

GX: Critical Thinking

GP(s): Math Reasoning

Pre-calculus builds the foundation for concepts studied in calculus through an in-depth study of trigonometry. Topics studied in this course include function analysis, function transformations, right triangle trig, oblique triangle trig, higher level probability, sequences and series, and an introduction to limits and derivatives.

Prerequisites: Algebra 2

Typical grades: 10-12
Full year

Physical Education

Physical Education 1

PHE100

GX: Wellbeing

GP(s): Physical Health

Physical Education is designed to provide students with the knowledge, skills, and physical fitness necessary for lifelong health and well-being. Students will participate in a variety of individual and team sports, fitness activities, and health-related education to enhance their physical, mental, and social development. Throughout the course, students will explore movement skills, develop personal fitness plans, and learn about the importance of physical activity, nutrition, and mental health. Emphasis will be placed on teamwork, sportsmanship, leadership, and self-discipline.

This course prepares students to complete the Wellbeing GX Capstone. Students will engage in reflection on the connection between their physical health, social-emotional health, and knowledge of the human body. Students will gather evidence of their development to share growth in all dimensions of personal wellbeing.

This course is required of all entering 9th graders.

Prerequisites: None

Typical grade: 9
Full year

Physical Education 2

PHE200

GX: Wellbeing

GP(s): Physical Health

Physical Education is designed to provide students with the knowledge, skills, and physical fitness necessary for lifelong health and well-being. Students will participate in a variety of individual and team sports, fitness activities, and health-related education to enhance their physical, mental, and social development. Throughout the course, students will explore movement skills, develop personal fitness plans, and learn about the importance of physical activity, nutrition, and mental health. Emphasis will be placed on teamwork, sportsmanship, leadership, and self-discipline.

This course prepares students to complete the Wellbeing GX Capstone. Students will engage in reflection on the connection between their physical health, social-emotional health, and knowledge of the human body. Students will gather evidence of their development to share growth in all dimensions of personal wellbeing.

Prerequisites: Physical Education 1

Typical grade: 10-12
Full year

Weight Training

PHE300

GX: Wellbeing

GP(s): Physical Health

The purpose of this 45-minute course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of health fitness components throughout the content is critical to the success of this course. Topics will include weight room safety, proper weight training techniques, and the application of the (3) basic principles of weight training: Overload, Progression and Specificity. Students will formulate their own workout program, which will be monitored and evaluated by the teacher.

Prerequisites: Physical Education 2 or permission of the instructor.

Typical grade: 11-12
Semester

Science

Conceptual Physics

SCI102

GX: Critical Thinking

GP(s): Scientific Reasoning

In Conceptual Physics, students will learn the basic scientific theories and laws governing physics - motion, energy, and matter. This course will not be math intensive but instead look at patterns, cause & effect, and data to help explain phenomena in the universe and everyday life. We will focus on hands-on STEM based experiments to learn physics concepts through studying space & the universe, electricity & power, waves & technology, engineering a shoe, and texting & driving.

Prerequisites: None

Typical grade: 9
Full year

Biology

SCI200

GX: Critical Thinking

GP(s): Scientific Reasoning

This course looks at the science of how life works. Students become proficient in understanding biology beginning with the molecular level. What are the structures and processes of cells? We'll then move to the bigger scale issues and apply scientific reasoning to the big questions like how do organisms evolve and change over time, how do ecology and ecosystems work, and why do we get sick.

This class will have real-world research and frequent laboratory work. It is a rigorous intermediate high school science course. **This course is recommended for students planning to attend or a healthcare program at Burlington, Essex Tech, or college.**

Prerequisites: Successful completion of a full year of high school science.

Typical grade: 10+
Full year

Forensic Science

SCI201

GX: Critical Thinking

GP(s): Scientific Reasoning

Forensics means using scientific techniques to solve crimes. This course focuses on the collection, identification and analysis of crime scene evidence. Emphasis will be placed on the methods that link suspect, victim, and crime scene. Students will explore fingerprinting, handwriting analysis, ballistics, blood typing, hair and fiber examination, and DNA analysis. Case studies and current events will be explored.

This course is offered on alternate years, next offered in 26-27 SY.

Prerequisites: Successful completion of a full year of high school science

Typical grade: 11-12
Full year, alternating years

Environmental Science

SCI120

GX: Critical Thinking

GP(s): Scientific Reasoning

In this project-based course, students will assume roles which explore their own family's consumption habits and develop proposals which reduce their impact on the environment, compose a children's book about ecosystem services for an elementary student, experiment to identify the Winooski River's worst polluters, and assume the role of an island community member to debate for and against a proposed salmon fish farm.

If you are interested in the environmental challenges of a world populated with more than 7,900,000,000 people, come explore concepts such as environmental sustainability, human population growth, natural resources, and ecosystem dynamics. This course is offered on alternate years, next offered in 27-28 SY.

Prerequisites: Successful completion of a full year of high school science.

Typical grade: 11-12
Full year, alternating years

Chemistry

GX: Critical Thinking

GP(s): Scientific Reasoning

This college preparatory lab-based course is structured around building an understanding of the basic concepts of chemistry. Students investigate these concepts in a variety of contexts including problem solving, projects, direct instruction, classroom discussions, and laboratory activities. This hands-on course covers the themes and skills scientists use to explain and explore natural phenomena at its smallest scales including: the nature of matter and the periodic table, atomic theory, chemical nomenclature, gas behavior, chemical reactions, stoichiometry.

Prerequisites: Conceptual Physics & Biology; completion of Algebra 1

Typical grade: 11-12
Full year

Social Studies and History

Overview of World History

SOC100

GX: Critical Thinking and Communications

GP(s): Historical Inquiry. Civic Reasoning. Critical Reading. Critical Writing.

This year-long class trains students in historical thinking skills through a topic-based investigation of key processes and events in human history.

Our first big idea is causation: what makes human societies change? What makes the modern world - as it exists today - different from every other time period in history? How is life both the same and different? Why do some regions of the world have more power than others? Our second big idea is perspective: how do people's backgrounds and experiences shape their values, beliefs, and views of the world?

In the first semester, we will investigate ancient history, starting with the development of the first human societies and continuing through classical Greece. We will switch to modern history in the Spring as we look at the industrial revolution, imperialism, and the rise of totalitarian states in the 20th century. We will conclude by studying human rights in history and as they exist at Winooski High School. Assessments will include research projects, essays, and tests.

Prerequisites: None

Typical grade: 9-10

US History

SOC100

GX: Critical Thinking

GP(s): Historical Inquiry

This course is designed to provide a challenging environment for students to explore American history in order to draw conclusions about American society. Students will also examine important themes and patterns in American History through historical methodologies.

Prerequisites: Overview of World History, or an equivalent course

Typical grade: 10
Full year

Challenging Systems of Oppression: From Reconstruction to Black Lives Matter

SOC201

GX: Critical Thinking

GP(s): Writing, Critical Reading, Speaking & Listening, Historical Inquiry

Are you angered by the inequalities that still exist in our society? Are you curious to explore what you can do to challenge systems of oppression? This class gives students an opportunity to trace the historical roots of oppression in our country and to study successful resistance movements. The class will culminate in a project of students' choice where they use their new knowledge and skills to fight against a current injustice in our world. **This course is also listed under Social Studies.**

Prerequisites: Typical grade: 9-12 (For grades 9 and 10 in addition to required Eng/SS)
Full year, alternating years

SMC: African-American Experience

SOC306

This class will use one of the student's two dual enrollment vouchers.

GX: Critical Thinking

GP(s): Historical Inquiry

This groundbreaking course raises the proficiency bar to include a dual-enrollment structure featuring a college professor of color co-teaching with a WSD social studies teacher. Successful completion earns the student four college credits. The course aims to develop an understanding of African American culture by personalizing the historical experience. Students learn to think critically about the past by analyzing readings about the roles, status, and activism of African Americans. Midterm and final presentations—both written and oral—demonstrate students' depth of learning. A central theme revolves around the essential question: **What does it mean to be a historian?**

Students will compare and contrast historical events by examining BIPOC-related authors within a framework that investigates the **who** (identity of African Americans today and yesterday), **what** (the historical treatment of African Americans vis-a-vis the founding principles and documents), **when** (the arrival of African Americans in the Americas), **where** (the living conditions of African Americans yesterday and today), **why** (the exclusion of African Americans from society), and **how** (African Americans society evolved through discrimination and segregation).

This course employs an organic approach to teaching and learning—a pedagogy that involves Black people of different backgrounds—through conversations based on the instructors' perspectives, life experiences, and world views. By blending higher education principles with secondary education formats, this course brings the story created by descendants of slaves to the diverse population of Winooski students. It examines the historical record through primary and secondary sources, offers a cultural exchange with lectures from a variety of subject matter experts teaching at Historically Black Colleges and Universities (HBCU), and supplements BIPOC-centered writings through daily lectures. Student learning aims to build a community of awareness and structure that would enable students to lecture in future iterations of this course.

This course is open to juniors and seniors who have taken a U.S. History, World History, or Government class. An understanding of Constitutional concepts and political practice is an essential component of success. Students should demonstrate a FAST 525 or Lexile 721 reading level and the ability to write an on-demand five-paragraph essay. The course requires students to read college-level texts, write and deliver a midterm and final presentation, and work collaboratively with peers.

Note: This 4-credit dual enrollment course is offered through St. Michael's College and uses the Canvas classroom management system. Grading is handled by the SMC professor. The class meets at Winooski High School, with

attendance monitored through PowerSchool and the high school teacher.

Dual Enrollment Prerequisites: Vermont high school students who have completed their sophomore year in high school may take advantage of the Dual Enrollment option. Typical grade: 11-12 Full year

Course Prerequisites: Completion of at least an English (or ML) and Social Studies class serve to qualify the student for this Dual Enrollment course:

- American Literature (or equivalent)
- Reading and Comprehension (ML 5+ or equivalent)
- Social Studies: US History, Government, Civics (or equivalent)

Economics

SOC203

GX: Critical Thinking; Communication

GP(s): TBD

Why do people act the way they do? Economics is one approach to studying human behavior. Each of us makes decisions every day. Each of us behaves in specific, predictable ways. Economics examines these behaviors by investigating how and why people produce and consume resources in the ways that we can observe. In this course, we will begin with microeconomics. In other words, how economics works at our level. As consumers, we buy things and interact with markets on a daily basis. In the spring we will analyze national economic policies and their interaction with politics.

Prerequisites: Algebra 1 Typical grade: 10-12 Full year, alternating years

Global Explorations: Somalia, Nepal, and the DRC

SOC101

GX: Critical Thinking

GP(s): Writing, Critical Reading, Speaking & Listening, Historical Inquiry

Do you want to learn more about the history and current issues of a country where many people in Winooski are from? We will explore broad themes of colonization, resistance, globalization, and development are at play in these countries. The class will culminate in a research project focused on problem solving.

Prerequisites: Typical grade: 9-12 (For grades 9 and 10 in addition to required Eng/SS) Full year

Civics

SOC204

GX: Critical Thinking (capstone available)

GP(s): Civics

We will examine the structure and documents related to the structure of U.S. government and political systems relevant to the issues. We will study the U.S. role in the world, Constitutional rights, the legal system, and economics. We will also consider current issues, which may include topics such as elections, immigration and naturalization, and more.

Prerequisites: Senior status or teacher permission. Typical grade: 10-12

AP World History

SOC401

Students may have an option to use one of their two dual enrollment vouchers to get college credit through Saint Michael's College

GX: Critical Thinking (capstone available)

GP(s): Historical Inquiry

The Advanced Placement Program (AP) offers a course and exam in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The AP World History exam presumes at least one year of college-level preparation, as is described here. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course.

Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

Prerequisites: Strong reading skills and willingness to work outside of class are highly recommended. Students will be expected to read and complete assignments for at least one hour outside of class for each class period, or sometimes more.

Typical grade: 11-12; 10 with instructor recommendation
Full year, alternating years

AP Psychology

SOC402

Students may have an option to use one of their two dual enrollment vouchers to get college credit through Saint Michael's College

GX: Critical Thinking

GP(s): Social Studies Elective in Psychology

Why do people do what they do and think the way they think? What makes us tick? AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Prerequisites: Strong reading skills and willingness to work outside of class are highly recommended. Students will be expected to read and complete assignments for at least one hour outside of class for each class period, or sometimes more.

Typical grade: 11-12;
10 with instructor recommendation
Full year

Ethnic Studies

SOC206

GX: Culture & Community (*good opportunity to capstone*)

GP(s): Ethnic Studies (VT IRIS), Collaborative Conversations

In Ethnic Studies, students will develop knowledge about their own identities and those of others. Students will learn about different cultures and how their own cultural lens affects how they see others. They will gain the vocabulary and ability to talk about and analyze assumptions, bias, stereotypes, power, privilege, justice, and equity in our society. Students will meet with elected officials, explore ideas through drama activities, and engage in activities to promote knowledge of issues that are important to each of them. Students will have the opportunity to Capstone in Culture and Community if desired.

Students will have the opportunity to Capstone in this course but will not be required to. Students who wish to Capstone will complete the Changemaker Project and use it to Capstone in either semester.

Prerequisites: ML 3 or above

Typical grade: 10-12 or with teacher permission
Semester

Technology

Technology & Community

TEC101

GX: Culture & Community (*good opportunity to capstone*)

GP(s): Speaking & Listening

In this one semester course, students will develop their technology skills and use their skills to better the community. This class builds upon an existing relationship with the nonprofit Technology for Tomorrow and leverages community connections to fill a clear gap in community skills. The big idea is that students will develop skills to teach their technology knowledge to community members, including New Americans, in a series of student-led workshops for parents.

This course is a way for students to develop Culture and Community skills and habits before the Capstone, as well as use their knowledge to teach their community. This course is appropriate for students who have passed Technology and Research Skills, or non-ML students who have an interest in technology or in contributing to their community. All cultures, language levels, and backgrounds are welcome!

Prerequisites: none

Typical grade: 9-12
Semester