

# **Essex High School Program of Studies 2021-2022**



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**[ewsd.org/ehs](http://ewsd.org/ehs)**

School Code: 460-135

Member of the College Board ([collegeboard.org](http://collegeboard.org))  
Approved by the State of Vermont Agency of Education ([education.vermont.gov](http://education.vermont.gov))  
Accredited by the New England Association of Schools and Colleges ([NEASC.org](http://NEASC.org))  
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All EHS School Counselors are members of the American School Counselor Association  
([schoolcounselor.org](http://schoolcounselor.org))

# Principal's Message

Dear Students and Parents,

As a Professional Learning Community (PLC), Essex High School commits to ensuring that graduates are self-directed learners, effective communicators, creative and practical problem-solvers, responsible and involved citizens, and informed thinkers. Our graduates have strong leadership skills and are advocates for social justice. EHS students are mathematical thinkers, use a scientific lens to solve problems and design solutions, and engage their literary and cultural knowledge to effectively communicate and collaborate.

All students have the opportunity to develop these crucial skills while attending Essex High School regardless of their college or career aspirations.

The 2020-2021 Program of Studies offers a wide variety of courses designed to meet graduation requirements and also to allow students to pursue flexible pathways of interest. I encourage students to optimize their math skills, be able to write effectively, and proficiently deliver oral presentations individually and as part of a team. Essex High School graduates should be self-directed learners, creative and practical problem-solvers, responsible and involved citizens, and informed and integrated thinkers. These are crucial skills you should develop while attending Essex High School, regardless of your college or career aspirations.

Please consider the following when thinking about your course selections:

- What skills do you wish to learn during your time at Essex High School?
- Are your choices challenging?
- Are your choices congruent with your personal learning plan?
- Are you taking full advantage of our wide array of offerings?
- Are you considering a Center for Technology - Essex course or program?
- Are you considering an internship your 11th or 12th grade year?
- Are you considering a Virtual High School Collaborative or Vermont Virtual Learning Cooperative online course?
- Have you planned an extra-curricular activity?
- Have you considered a community service project?
- Are you interested in developing a research project in an area that interests you?
- Are you learning foundational, personal finance skills and concepts?
- How will your many experiences here enhance career opportunities for you?

Choices are not always clear and simple. Please take full advantage of our school counseling staff, teachers, and administrators when making your selections.

We know you are fortunate to be enrolled in Essex High School. EHS has a proven record of success. Please be an active learner and take full advantage of all that we have to offer. Remember: What you learn today, you earn tomorrow.

Respectfully,  
Tamara Parks and Donald Van Nostrand, Co-Principals

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# **Core Values and Beliefs**

## **Mission Statement**

Essex High School is a mission-driven and learner-centered community that believes, through both independent and collaborative engagement, everyone can develop excellence in their individual pursuits. We offer a rigorous and varied curriculum and believe in challenging students to think critically and act responsibly, compassionately, and respectfully. We foster intellectual curiosity and resourcefulness, so that students can engage in their learning to achieve the behaviors, skills, and knowledge essential to becoming contributing members of their community and citizens of a diverse and ever-changing world.

## **Community**

- Valuing the voice of all stakeholders, keeping equity in mind, and encouraging the voices of those historically marginalized.
- Valuing community languages, practices, and ways of being.
- Contributing to and supporting the community
- Reflecting the values of trust, partnership, and academic mindset in our school and classrooms
- Taking care of ourselves and our community.

## **Collective Efficacy**

- Collaborating and supporting each other in our work toward common goals.
- Ensuring students achieve despite other influences in their lives that can challenge their success.

## **High Expectations for All**

- Providing support for everyone to reach their full potential.
- Taking responsibility for failure and success.
- Having a growth mindset for all members of the community.
- Valuing student agency and voice.
- Using multiple measurements to define success for all.
- Valuing multiple intelligences including academic, social, emotional, physical, and artistic.

## **Making a Positive Impact**

- Making decisions that have the best interest of students in mind.
- Balancing socioemotional learning with academic learning.
- Destigmatizing mental health and using best practices to ensure wellness and self care in our community.
- Using restorative practices to build community, resolve conflict and repair relationships.

## **NEASC Learning Expectations**

EHS adopted the following competencies in May 2011 as a part of the accreditation process through the New England Association of Schools and Colleges (NEASC.org).

### **Academic Competencies**

1. Read and critically analyze a range of texts, media, and forms of art for a variety of purposes.
2. Communicate clearly and creatively for a variety of purposes and audiences.
3. Engage in the writing process when producing formal pieces of writing.
4. Demonstrate a command of grammar, usage, and mechanics in writing.
5. Formulate questions and solve problems.
6. Effectively analyze and evaluate information in order to draw valid conclusions.
7. Demonstrate mathematical literacy and reasoning skills.
8. Understand which learning styles and strategies best facilitate their own learning.
9. Demonstrate an understanding of personal finance.
10. Use appropriate technological tools and information literacy skills to solve problems and enhance learning.

### **Social Competencies**

1. Demonstrate and foster compassion, respect, responsibility, and integrity.
2. Work cooperatively and collaboratively with peers and adults within the school and greater community to support academic, personal, and social development.
3. Make decisions that will positively influence social, emotional, and physical health and well-being.
4. Understand choices have consequences.

### **Civic Competencies**

1. Understand and exhibit citizenship in order to be a contributing member of a democracy and of a global community.
2. Understand a wide variety of post-secondary options.

## **Proficiency-Based Learning and Graduation Requirements**

In accordance with Vermont Law Act 77 and the Vermont Education Quality Standards, students will demonstrate proficiency in the following areas:

- a) Literacy, including critical thinking, language, reading, speaking, listening, and writing.
- b) Mathematical content and practices, including numbers, operations, and the concepts of algebra and geometry.
- c) Scientific inquiry and content knowledge, including concepts of life sciences, physical sciences, earth and space sciences, and engineering design.
- d) Global citizenship, including the concepts of civics, economics, geography, world language, cultural studies, and history.
- e) Physical and Health education.
- f) Artistic expression, including visual, media, and performing arts.

EHS will emphasize and incorporate the VT Agency of Education's five transferable skills in the teaching and learning process for each proficiency area. These transferable skills are clear and effective communication, self-direction, creative and practical problem solving, responsible and involved citizenship, and informed and integrative thinking.

### **Course Proficiencies**

All courses at EHS have a set of essential standards that are taught and assessed; these are called course proficiencies. Each course description in the online Program of Studies includes a link to a list of proficiencies for the course.

# Information and Definitions

Essex High School (EHS) provides a rigorous and varied curriculum in order to support every student with access to state graduation requirements and to support students in pursuing individual interests. Courses listed in this Program of Studies may change due to insufficient enrollment, budgetary constraints, staffing changes, or other factors, including changes in state and national curriculum.

## Academic Year and Course Credits

The academic year includes four quarters, each approximately nine weeks in length. Students may register for up to 8 EHS credits of coursework per year within the EHS school day. Students may earn .5 credit, 1 credit, 1.5 credit, or 2 credits per course depending on the course length in the school year and the seat time in the course.

## Academic Support and Advisory

During the 35-minute daily Academic Support block teachers can schedule time with students who need support. This time is followed by a 50-minute Advisory block that includes lunch as well as topics such as future planning and social/emotional wellness.

## Full-time and Part-time Status

Full-time students earn at least six credits per year with .5 credit per marking period for each course. Pre-approved alternative credit options each count as .5 credit. Part-time students are not eligible to participate in co-curricular activities including athletics, cannot receive Latin Honor designation at graduation, and are not eligible for Honor Roll. Part-time status may affect certain Federal/State benefits and insurance coverage. Approval for exceptions must be obtained from the administration.

## Personal Learning Plans (PLPs)

Each student at EHS will develop a personalized learning plan in collaboration with teachers, advisors, counselors, and parents/guardians. This formal plan and process involves self-assessment by the student to set and achieve learning goals based on personal, academic, and career interests. EWSD has chosen Bulb Digital Portfolios for PLPs for grades 6-12.

## 9th and 10th Grade Course Selection and Multiple Pathways

Grades 9 and 10 serve as the foundation of the EHS program allowing students the opportunity to explore courses of interest and begin to build flexible multiple pathways. Incoming 9th grade students are required to enroll in four core courses (Math, English, Social Studies and Science) and may choose to take additional electives, including courses that meet graduation requirements. Students are encouraged, but not required, to schedule at least one study hall in 9th grade and to enroll in Computers and Careers in either 9th or 10th grade. **A typical student's first two years at EHS include the following courses:**

<b>9th Grade</b>		<b>10th Grade</b>	
9th Grade English	1 credit	10th Grade English	1 credit
9th Grade Social Studies	1 credit	U.S. History	1 credit
Mathematics	1 credit	Mathematics	1 credit
Earth and Space Science	1 credit	Biology	1 credit
Electives	2-4 credits	Electives	2-4 credits

## **Course Levels and Sequences**

Some courses are designed around student interest and are open to students of all ability levels. Others are designed around both interest and ability levels. The English, Mathematics, and Science content areas offer leveled courses and describe difficulty levels in their introductory sections. Students considering a level change during the semester must meet with their current course teacher for more information.

Some content areas have courses that follow a sequence. For example, typically a student successfully completes French I before enrolling in French II. Exceptions are considered if a student meets with the teacher or the content area leader to discuss course selection and demonstrate proficiency.

## **NCAA Clearinghouse and Athletic Eligibility**

Students who intend to participate in sports at a Division I or Division II college must register with the National Collegiate Athletic Association (NCAA) Initial-Eligibility Center during 11th or 12th grade. In this program of studies the NCAA logo following a course title will indicate that the course is accepted for eligibility by the NCAA.

For information about NCAA eligibility requirements and EHS courses accepted by NCAA visit [web3.ncaa.org/ecwr3/](http://web3.ncaa.org/ecwr3/) and meet with your school counselor. For more information about EHS Athletics visit [ewsd.org/ehsathletics](http://ewsd.org/ehsathletics).

## **Flexible Pathways Credit Options**

Students have the opportunity to design an alternative program which suits their learning needs in order to meet graduation requirements. These alternative options can provide students with learning opportunities which may not be available at EHS or may not fit into the student's school day. These learning options must be connected to goals within the student's personalized learning plan (PLP).

### **Discovery**

**Course Number Z977**

**.5 Elective credit**

**Grades 9-12**

This course provides students with the opportunity to personalize their educational experience by engaging in a self-designed project. This process encourages students to learn about themselves and strengthen their organizational and communication skills by exploring a question, idea, or dream. It builds on student interests and is designed to connect students to their educational journey. Students will participate in a Discovery advisory. Assessment will be on the demonstration of the EHS transferable skills.

### **Career and Technical Education**

The Center for Technology - Essex (CTE - [ewsd.org/cte](http://ewsd.org/cte)) and Burlington Technical Center (BTC - [burlingtontech.info](http://burlingtontech.info)) provide opportunities for EHS students to access rigorous technical training. Although some similar courses are available at both centers, each center has its own unique delivery model. Students can visit programs at each center to decide which one best meets their educational goals and interests. CTE and EHS are co-located on the same campus. For more information about pursuing technical education opportunities, students can see course lists for each program on their websites and meet with their EHS School Counselor.

### **Independent Programs**

**Students interested in receiving high school credit for an independent program must complete a pre-approval form BEFORE starting the course and must meet with their School Counselor before beginning the course.**

### **Community Service**

Students can earn .5 credit for 60 hours of community service. A documented description of the community service activity and signatures from on-site supervisors are required. Students will receive a Pass/Fail grade.

### **Independent Study**

An independent study must be an integral part of an individual student's program that cannot be met through the curriculum offered at EHS or cannot be met because of the student's schedule. This learning experience may occur on the EHS campus or off site depending on the unique needs identified by the student. Since academic credit can only be awarded by a certified professional, the instructor/evaluator must hold second-ary school certification in the proposed content area of study. All Vermont Agency of Education-adopted standards and proficiencies must be addressed appropriately in the proposed learning opportunity.

A student interested in an independent study option must meet with a teacher or teacher leader in the appropriate content area to discuss a proposal and complete independent study paperwork. The teacher form provides specific learning proficiencies necessary for a successful experience.

Prior to approval, the form requires signatures from the student, parent, teacher or Curriculum Content Leader, School Counselor, and Principal.

### **College Courses**

**Students interested in receiving high school credit for an independent program must complete a pre-approval form BEFORE starting the course and must meet with their School Counselor before beginning the course.**

### **Dual Enrollment**

Vermont's Flexible Pathways Act (Act 77) gives high school students who are Vermont state residents the opportunity to use two college course vouchers during their 11th or 12th grade years in high school. Students can apply for a voucher for the semester they wish to enroll in a dual enrollment course.

The voucher covers the cost of tuition for a course of up to four credits at any participating Vermont college. The voucher DOES NOT cover the cost of materials, textbooks, or transportation.

Dual enrollment courses can provide both high school and college credit when successfully completed. Interested students should meet with their School Counselor and visit [www.vtdualenrollment.org](http://www.vtdualenrollment.org) for more information.

### **Early College**

Early College is a full-year alternative to the 12th grade year of high school. Students take courses in college, completing their 12th grade year of high school and their first year of college simultaneously, tuition-free.

For more information please contact your School Counselor and go to [education.vermont.gov/student-learning/flexible-pathways/early-college](http://education.vermont.gov/student-learning/flexible-pathways/early-college). You can find information about one example of a science and technology-focused Early College program at [vtc.edu/academics/vermont-academy-science-technology-vast](http://vtc.edu/academics/vermont-academy-science-technology-vast).

### **Online Learning**

**Students interested in receiving high school credit for an independent program must complete a pre-approval form BEFORE starting the course and must meet with their School Counselor before beginning the course.**

Online learning courses are delivered through the Internet. Course work is conducted through a learning platform that may include electronic forums, discussion groups, external resources, quizzes, Skype, social rooms, and electronically-submitted assignments.

Learning activities may include pair work, small group work and project work. Courses are taught by licensed teachers with special training in online student support. Online course work time is flexible and can happen during and outside of the regular school day.

Options for accessing online learning opportunities for required and/or elective courses include the following programs:

### **Vermont Virtual Learning Cooperative (VTVLC)**

VTVLC is a partnership of Vermont's K-12 schools and teachers offering online courses. VTVLC offers semester .5-credit and year-long 1-credit courses. Courses meet rigorous national standards and are designed to meet or exceed school graduation requirements. Twenty-five student slots are available per semester. For more information about VTVLC please visit their website ([www.vtvlc.org](http://www.vtvlc.org)).



## **The Virtual High School Collaborative (VHS)**

VHS online study program provides students with challenging and engaging student-centered courses that both enrich and expand EHS course offerings. Students gain 21st century global competence skills while participating in an online learning environment with a diverse peer group.

VHS addresses students' educational needs by creating an additional pathway to college and career readiness. Twenty-five student slots are available per semester. For more information about VHS please visit their website ([www.TheVHSCollaborative.org](http://www.TheVHSCollaborative.org)).

**Other online programs and correspondence courses** may be available and must be pre-approved. Students interested in receiving high school credit for an independent program must complete a pre-approval form BEFORE starting the course and must meet with their School Counselor before beginning the course.

# **Learning Labs and Study Skills Support**

## **SUPPORTIVE STUDY SKILLS**

**.5 Elective credit per semester**

This course is a specialized instructional program for students who have Individual Education Plans (IEPs). Students receive individualized instruction in reading, writing, oral language and/or math. They may also receive support with organization, behavior/social skills and/or study skills.

The focus of the program is to help students understand their abilities and needs and to improve their academic skills so that they may become more independent in their learning.

## **Learning Lab**

This full-block or split-block opportunity provides academic support for all content areas. Learning Lab access is determined through either the Educational Support Team or the student's 504 team.

## **The Alternative Center for Education (ACE) Program**

ACE provides a flexible pathway for Essex High School students to earn credit toward their EHS diploma. Students have the opportunity to pursue an interest-based course of study which is derived from their strengths, needs, and Personalized Learning Plan (PLP).

"ACE helped me pass a course that I could not focus in. It helped me continue to work toward my high school diploma and move on with my career." - ACE graduate

# **EHS Graduation Requirements**

Successful completion of these requirements demonstrates meeting consistent, clear, and identified outcomes.

To receive a diploma, students must have a working personalized learning plan (PLP) and must earn a minimum of 24 credits by demonstrating documented course proficiencies, which must include the following:

4 credits	English including 9th grade English, 10th grade English, and 2 additional credits based on the quadrant system
3 credits	Mathematics
3 credits	Science, including 1 credit each in Physical Science (PS) and Natural Science (NS) and 1 credit of Science electives
3 credits	Social Studies, including 1 credit in World Studies, 1 credit in U.S. History, and .5 credit in American Government, and .5 Social Studies elective credit
1 credit	World Language
1 credit	Fine Arts
.5 credit	Practical Arts
1.5 credit	Physical Education, including .5 credit in Give Me Five and 1 credit of P.E. electives
.5 credit	Health
.5 credit	Computer Applications (Computers and Careers course)
6	Additional credits to reach a minimum of 24 credits

While completion of this program meets graduation requirements, students should reflect upon their post-secondary plans such as course requirements for college acceptance when choosing courses.

## **Student Educational Plan Worksheet**

Please use the EHS Graduation Requirements and the worksheet available through this link [https://schoolport.ewsd.org/links/short/EHS\\_Educational\\_Plan](https://schoolport.ewsd.org/links/short/EHS_Educational_Plan) to help plan your academic path at Essex High School

# **Essex High School**

## **Courses**

### **2021-2022**

Academy Pathways: AVPA, STEM, and GLP	11
Business Education	14
Driver Education	16
English	16
English Language Learning (ELL)	22
Fine Arts	22
Health and Physical Education	30
Mathematics	33
Practical Arts	38
Science	42
Social Studies	48
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Burlington Technical Center (BTC)	59

# Academy Pathways

EHS Academies consist of an integrated pathway of courses and learning opportunities. Academy students meet both EHS graduation course requirements and Academy pathway requirements. Students may apply to participate in one or more of the Academies: the Academy of Visual and Performing Arts (AVPA), the Global Leadership Program (GLP), and the Science, Technology, Engineering & Mathematics (STEM) Academy.

## **Academy of Visual and Performing Arts (AVPA)**

AVPA ([avpavt.org](http://avpavt.org)) is for students who wish to develop a passion for learning through exploration, creation and immersion in the arts. In addition to a rigorous experience within EHS visual and performing arts courses, students receive intensive exposure to professional artists through an arts lecture series, hands-on workshops and field trips. The internship and capstone courses offer AVPA students immersion into relevant, real-world arts settings. Students who wish to obtain the AVPA endorsement on their EHS diploma may sign up at any time during their high school career, however it is recommended to sign up at the end of 9th grade.

### **AVPA Endorsement Requirements:**

1. Enroll in an AVPA advisory.
2. Create an AVPA electronic portfolio.
3. Earn at least three credits in visual and performing arts courses.
4. Complete the AVPA Internship Course, usually during 11th grade.
5. Complete the AVPA Capstone Project during 12th grade.
6. Earn 30 Experiential Learning Opportunity (ELO) points by participating in AVPA field trips, Guest Artist workshops, and other advisor-approved ELOs.

Students interested in AVPA should enroll in a visual or performing arts course as soon as possible. These courses are: Art I, Photography I, Clay I, Media Communications, Movie Production I, Theater I: Intro to Acting, Film I: Appreciation and Criticism, Dance I, Concert Choir, Band 100: Symphonic Band, Orchestra, or Film I: Appreciation and Criticism. Visual and performing arts teachers can help students with course selection and provide recommendations within a certain area of focus. Please see the Fine Arts section of this document for full course descriptions.

For additional information regarding AVPA, including how to sign up, please visit [avpavt.org](http://avpavt.org).

## **AVPA INTERNSHIP**

**Course F427 .5 Fine Arts credit**

**Grades 11-12**

The first phase of this course involves a 20 hour pre-employment skills course. The curriculum includes interactive student activities, site visits with businesses, and classroom presentations by professionals and employers. Students learn soft job skills and prepare to be successful at an internship. The next phase includes a 40 hour internship with a local business where students gain real world experience and learn hard skills. Instructors track and support students throughout both phases of the course. The internship phase necessitates time and transportation outside of the school day. Students typically take this course in 11th grade. One section of this course will be offered during the summer of 2021 for rising AVPA seniors who couldn't fit in into their schedule during 11th grade. Enrollment is not guaranteed.

**Required for the AVPA endorsement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AVPA CAPSTONE PROJECT**

**Course F428 .5 Fine Arts credit**

**Grade 12**

This course actively engages students in the learning process by facilitating student-designed projects. This process allows students to learn about themselves and strengthen their organizational skills by moving an idea or dream toward a topic of interest, a post EHS application and/or a community need. It synthesizes previous learning, offers new interactions with ideas and people, results in a showcased product, and submits the student in charge of the project to a review and evaluation by a community panel. The work culmi-

nates in a formal presentation to the community. Students are expected to spend at least 40 hours of work on their capstone project.

**Required for the AVPA endorsement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Global Leadership Program (GLP)**

The Global Leadership Program (GLP) Academy is Essex High School’s newest academy.

GLP is a flexible combination of globally-focused coursework, internships, activities, and experiences that are customized to students’ personal, academic and professional goals. With a focus on global studies, cross-cultural communication and competency, leadership development, and foreign language acquisition, the program prepares students for both college and careers in today’s competitive global economy. Upon graduation, students receive a GLP Certificate and an endorsement on their official high school transcript and diploma to recognize and reward their pursuit of learning and experiences in fields with an international dimension. Students in all grades (nine through twelve) may apply.

### **GLP Endorsement Requirements:**

GLP ADVISORY

LANGUAGE: Three or more years of study of one world language, which may include study through dual enrollment at a college or university. Or, a student may elect to study two years each of French, Spanish, or Japanese for a minimum of four credits of World Language. Note: Students whose second language is English may seek a waiver of this requirement from the GLP academy leader.

GLOBALLY-THEMED COURSEWORK: Three .5-credit courses OR one 1-credit course and one .5-credit course from the following globally-themed courses list (credits required are in parenthesis).

#### **ENGLISH**

- Public Speaking (.5)
- World Literature 100 (.5)
- World Literature 200 (.5)

#### **FINE ARTS**

- World Music Drumming (.5)

#### **INTERNSHIP**

EHS Internship B340 (.5). Note: Students in grade 11 or 12 complete an internship with a GLP-related employer or organization in conjunction with the course, facilitated by the EHS Internship Coordinator.

#### **SOCIAL STUDIES**

- AP Comparative Government and Politics (1.0)
- AP Economics (1.0)
- AP World History (1.0)
- Current Issues (.5)
- Facing History and Ourselves (.5)
- Introduction to World Geography (.5)
- World Cultures (.5)

#### **SCIENCE**

- Designing Solutions to Global Challenges (1.0 Physical Science)

#### **BUSINESS**

International Business (.5 credit)

Senior Practicum

GLP students in grade 12 participate in a highly interactive culminating practicum focused on refining cross-cultural communication skills, understanding cross-cultural competency, and building leadership skills.

Participation in 10 GLP Events, including but not limited to:

GLP Language and Culture Series	Performances
GLP Speaker Series	Film series
Workshops	Conferences
Guest lectures	Forums

## Video and Podcast Projects

Exchange program participation (Tour Guide, Student Ambassador, Student Host, Scholarship Student Host, Student Traveler, etc.)

Off-campus events such as:

- Annual Rowland Foundation Conference, University of Vermont
- Rotary meetings and/or presentations
- University of Vermont lecture series and events
- Vermont World Affairs Council lectures and events

### **Key GLP Benefits:**

- Skills and knowledge that support future success in a global economy
- Opportunities to grow a pre-professional network that supports summer internships and jobs, college applications, and valuable experiences through participation in GLP internships, guest lectures, and UVM and other off-campus events
- Planning for semester or year-long study abroad programs in college
- Option to complete GLP as a stand-alone academy or concurrently with AVPA or STEM
- Achievement of advanced level of foreign language proficiency

For more information please visit [www.EssexGLP.org](http://www.EssexGLP.org)

### **Science, Technology, Engineering and Math (STEM) Academy**

The STEM Academy ([ewsd.org/stemacademy](http://ewsd.org/stemacademy)) is designed to support students interested in building a strong foundation in the STEM content areas and to provide students with the opportunity to explore connections across different disciplines through additional experiences such as internships and projects. Students who complete all of the components of the STEM Academy will receive the STEM Academy endorsement on their diploma to indicate that they have gone above and beyond in the areas of scientific exploration and creativity. This program has been created in conjunction with an advisory board consisting of representatives from institutions including UVM, GlobalFoundries and Champlain College. Students can apply to the STEM Academy during the spring of their 9th, 10th, or 11th grade year.

### **STEM Academy Endorsement Requirements:**

1. Participate in a STEM Advisory.
2. Create a STEM electronic portfolio.
3. Complete 9.5 credits of STEM courses, not including the lab credits from 200-level science classes.
4. Complete the STEM Internship course, usually during 11th grade.
5. Complete a STEM Capstone Project during 12th grade. This project will be completed by enrolling in one of the following courses:

- Advanced Biology
- Anatomy and Physiology
- AP Chemistry
- AP Computer Science
- AP Environmental Science
- AP Statistics
- Astronomy
- Botany
- Care and Prevention - Special Topics in Sports Medicine
- Competition Robotics
- CTE Engineering courses
- Designing Solutions to Global Challenges
- Electronics
- Entrepreneurship
- Robotics

6. Attend 10 STEM Lecture Series events or equivalent Experiential Learning Opportunities (ELOs).

## **STEM INTERNSHIP**

**Course Numbers: Fall M130 or Spring M132 .5 Elective credit Grades 11-12**

This .5-credit course is for 11th and 12th grade students who need to meet the internship requirement of the STEM Academy. Pre-employment skills will be taught in conjunction with our Career Center. Students will then participate in a 40 hour internship at a local STEM business. Students will use Google Classroom to keep track of assignments. Enrollment is not guaranteed.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Business Education**

Essex High School's teachers understand the need to prepare students for college, career, and life. In our economically competitive world, students must be equipped with basic business concepts and employment skills. Business Education teachers work to maximize the potential for all students' personal and professional growth.

Students have a variety of opportunities within the business course offerings and will find a course to fulfill their needs and interests.

## **ACCOUNTING I**

**Course B301 1 Elective credit Grades 10-12**

This course is designed to teach students the principles of analyzing and recording business transactions manually and using QuickBooks software and Excel. Emphasis is placed on the role accounting plays in the interpretation of the financial condition of a business. This course is recommended for students who appreciate systematic, methodical work and those interested in solving puzzles. It is appropriate for the job-bound student and is strongly recommended for students who are interested in becoming entrepreneurs or those considering a degree in Business.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **BUSINESS LAW**

**Course B303 .5 Elective credit Grades 10-12**

This course is designed for the student who wishes to have a grasp of everyday law and the implications it has on our daily lives with a focus on criminal and civil law and the legal system. A variety of topics to be explored include: Law Enforcement and the Court System, Civil & Criminal Offenses and their consequences, Contractual Law, Insurance Law and Consumer Law. Several guest speakers enrich the curriculum. **Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ECONOMICS**

**Course B315 .5 Elective credit Grades 10-12**

Today's world demands an understanding of basic Economic principles and concepts. This course highlights both Macro & Micro Economic topics. Students will explore questions such as “How are scarce resources allocated?”, “How do incentives play a role in decision making?”, “What is the role of various institutions?”, and “Why does one economy thrive while another struggles to meet basic needs?”. Through action learning, role play, and case studies, students experience economic reasoning, and the power of supply and demand as well as efficiency and productivity. This course is recommended for students who aspire to roles in business, finance, global leadership, and more.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ENTREPRENEURSHIP**

**Course B325 .5 Elective credit Grades 10-12**

In this course students will explore, understand, and prepare to implement skills necessary to manage businesses in all aspects of product and service selection, production and personnel management, obtaining financing, creating a business plan, evaluating financial reports, and marketing of products and services.

This course includes operational strategies in starting a business and franchising. Students will explore current best practices for job interviews and hiring. This course is recommended for students who are interested in management positions and those planning to participate in EHS DECA (ewsd.org/EHS, choose Activities, Clubs).

**Students can take this course to fulfill a GLP endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **INTERNATIONAL BUSINESS**

**Course B343 .5 Elective credit**

**Grades 10-12**

This course explores the economic, political, cultural, and legal factors that influence our global markets. Through real world projects and case studies students will investigate how these factors influence business management, leadership, and marketing strategies. An international travel experience may be part of this class (optional).

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **INTERNSHIP**

**Course B340 .5 Elective credit**

**Grades 11-12**

This amazing opportunity offers students the chance to engage in real-life practical work experiences to explore career choices and meet future goals. Students will participate in class instructional sessions and coursework, then complete a 40-hour unpaid community internship experience at a local organization or business in the student’s career field interest. This is a wonderful opportunity for the student who has demonstrated a strong interest and motivation to gain valuable work experience in a community setting.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **PERSONAL FINANCE**

**Course B330 .5 Elective credit**

**Grades 11-12**

This course is designed to educate students who are interested in the financial realities of the adult world. Essential to becoming a savvy consumer, the following topics are addressed: budgeting, financial goal setting and financial planning, banking and credit, financing college, career choice and its impact on the paycheck, personal insurance policies, and investing. Those who would like to learn how to be financially independent should enroll in this course.

Students who choose to use a dual enrollment voucher or pay for college credit will earn 3 credits through Community College of Vermont in addition to .5 EHS credit for this course.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **EXPLORING COMPUTERS AND CAREERS**

**Course B344 .5 Technology credit**

**Grades 9-12**

This course is designed for new computer users and students embarking on the academic process of career exploration for the first time. It will prepare students for success in the Computers and Careers course by providing the opportunity to explore computer applications, practice basic computer skills, and gain awareness of a variety of careers. The student will acquire skills and knowledge in the following areas:

- Touch typing
- File management and organization
- Word processing and spreadsheet applications (purpose and comparison)
- Email correspondence
- Awareness of career opportunities and resources

This course may fulfill the minimum technology skills required for graduation.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **COMPUTERS AND CAREERS**

**Course B324 .5 Technology credit**

**Grades 9-12**

This course is designed to provide students the opportunity to explore a variety of tools by practicing perseverance and flexibility to complete tasks with technology applications.



The student will acquire advanced skills and knowledge in the following areas:

- Touch typing, formatting business letters, reports, spreadsheets and tables
- Professional skills in document formatting, email correspondence, and presentations
- Learning proper research skills using our library's resources and Internet sources
- Exploring career opportunities and the process of making career decisions

This course provides the student with the minimum technology skills required for graduation.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

## **ADVANCED COMPUTERS AND CAREERS**

**Course B211**

**.5 Technology credit**

**Grades 9-12**

This course is designed for students who have already mastered the touch typing method and basic computer skills. In this course, students will enhance these skills by exploring advanced features of a variety of tools while practicing perseverance and flexibility to complete tasks with technology applications.

The student will acquire advanced skills and knowledge in the following areas:

- Touch typing, formatting business letters, reports, spreadsheets and tables
- Professional skills in document formatting, email correspondence, and presentations
- Learning proper research skills using our library's resources and Internet sources
- Exploring career opportunities and the process of making career decisions

This course provides the student with the minimum technology skills required for graduation.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

# **Driver Education**

## **DRIVER AND TRAFFIC SAFETY EDUCATION**

**Course D001/D002 .5 Elective credit**

**Grades 10-12**

The focus of Driver Education is to assist students in developing responsible driving skills, habits, knowledge, and attitudes with an emphasis on safety and respect for all roadway users.

**Requirement: Must obtain a Vermont Learner's Permit prior to the first day of class.**

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

# **English**

English teachers at Essex High School believe in the power of literacy. EHS English courses focus on critical reading of literary and informational texts, effective writing and speaking skills, and vocabulary development. In selecting courses, students should consider their interests, abilities, and plans for the future.

Some course titles include level designations related to the rigor of the course:

- 300 level (also referred to as AP (Advanced Placement) or Honors) courses are designed for students who have demonstrated exceptional ability in the subject matter.
- 200 level courses are designed for students who have demonstrated a high performance record in the subject matter.
- 100 level courses are designed to help students meet course proficiencies and graduation requirements.
- Courses with no level assigned are open to students who have taken any indicated prerequisites.

## **Grade 9 Courses**

Incoming 9th graders choose either Grade 9 Honors Humanities or one Single Subject course in English and one in Social Studies.

<b>English</b>	<b>Social Studies</b>
Single Subject Courses	
Literacy	Global History Through the Arts
Grade 9 English	9th Grade Modern Global History
Grade 9 Honors English	
OR TeamBased Course	
Grade 9 Honors Humanities	

## **LITERACY**

**Course L362**

**1 English credit**

**Grades 9-12**

Students in this class will study high-interest topics to build their literacy and communication skills through in-depth, highly differentiated study in a dynamic and supportive environment. The class will be organized around whole group, small group, and individualized instruction with a focus on improving skills in reading comprehension, structured writing and editing, and vocabulary development.

**Prerequisite: Teacher recommendation**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GRADE 9 ENGLISH**

**Course L229**

**1 English credit**

**Grade 9**

In this course students will read and analyze a variety of literary texts: novels, drama, short stories, poetry and non-fiction. Work will focus on structured writing, vocabulary development, reading comprehension, and discussions of literature. Students will be assessed and challenged as is appropriate for their needs and strengths, and emphasis will be placed on helping them make a smooth transition to the high school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GRADE 9 HONORS ENGLISH**

**Course L230**

**1 English credit**

**Grade 9**

This course is designed for motivated 9th graders, confident in their reading and writing skills. Students will be challenged to think through intensive reading and analyze literary texts. Work includes in-depth writing assignments and the study of novels, drama, short stories, poetry, non-fiction, and vocabulary. Emphasis will be placed on helping students make a smooth transition to the high school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GRADE 9 HONORS HUMANITIES**

**Course L107**

**1 World Studies credit, 1 English credit**

**Grade 9**

This humanities-based, team-based course will meet every day and focus on what it means to be a global citizen. This course is designed for motivated 9th graders who are confident in their reading, writing, and historical analysis skills. Honors Humanities focuses on modern global history and world literature, and it will challenge students to think across disciplines through intensive reading and analysis of literary texts and historical documents. Work includes in-depth writing assignments, and where applicable, discussions of literary and historical context. Emphasis will be placed on helping students make a smooth transition to the high school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Grade 10 Courses**

### **GRADE 10 ENGLISH**

**Course L204**

**1 English credit**

**10th Grade**

This course is designed for students of various levels. It integrates a survey of traditional and contemporary literature and poetry, emphasizing reading for meaning and understanding, coherent writing, and effective speaking and vocabulary skills.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **GRADE 10 HONORS ENGLISH**

**Course L106**

**1 English credit**

**10th Grade**

This course is designed for ambitious, skilled students who are willing to challenge themselves and work independently. This course integrates the study of literature with further development of writing and speaking skills.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Grade 11 and 12 Courses: the Quadrant System**

In order to expose students to a balance of reading and writing courses, 11th and 12th grade students not taking AP courses must follow the quadrant system and earn a total of two English credits. These credits must include the following but do not need to be fulfilled in numerical order:

- .5 credit from Quadrant 1: Composition
- .5 credit from Quadrant 2: Foundational Literature
- .5 credit from Quadrant 3: Contemporary & Classical Literature
- .5 credit from Quadrant 2, 3, or 4: Special Topics in English

NOTE: Students who take AP Language and Composition in 11th grade and AP Literature and Composition in 12th grade meet their quadrant requirements through those courses. Those who take AP Language and Composition but do not take AP Literature must take credits from quadrants two and three in 12th grade. Those who do not take AP Language and Composition must take a course from quadrant one, plus one other course from quadrants two, three, or four in 11th grade.

<b>QUADRANT 1: Composition</b>	<b>QUADRANT 2: Foundational Literature</b>
College Prep Composition Composition	American Literature Major American Writers World Literature
<b>QUADRANT 3: Contemporary &amp; Classical Literature</b>	<b>QUADRANT 4: Special Topics in English</b>
Humanities On the Path . . . Science Fiction & Fantasy Short Stories Sports Literature and Writing	Creative Writing Public Speaking

## **ADVANCED PLACEMENT (AP) LANGUAGE AND COMPOSITION 300**

**Course L109**

**1 English credit**

**Grade 11**

This course is designed for ambitious and skilled 11th grade students who possess an interest in how the English language works to convey important ideas in our culture. Distinct from a literary studies approach, AP Language and Composition focuses on the study of discourse or rhetoric.

Rather than analyzing the forms of fiction or poetry, students will examine the communication strategies used in a wide range of texts: advertising copy, articles, essays, speeches, propaganda, letters, journals, and various styles of fiction that develop devices which inform those texts. Students will be asked to write concise analyses of those texts, developing a personal voice appropriate for college writing. Students will prepare for the Advanced Placement Language and Composition exam in May. Although most students need to take this course to prepare successfully for the AP exam, any student may choose to take the exam.

**Requirements: Summer reading and writing.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ADVANCED PLACEMENT (AP) LITERATURE AND COMPOSITION 300**

**Course L108**

**1 English credit**

**Grade 12**

Highly motivated and skilled 12th graders who have a desire to work with significant literature will have the opportunity to read, discuss, and write about poetry, short stories, plays and novels of recognized literary merit. This course will prepare students for the Advanced Placement exam in Literature and Composition given in May. Students should be active readers and expect to write about literary topics. Although most students need to take this course to prepare successfully for the AP exam, any student may choose to take the exam.

Requirements: Summer reading and writing.

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **Quadrant 1: Composition**

#### **COLLEGE PREP COMPOSITION 200 (Q1)**

Course L241 .5 English credit

Grades 11-12

This course prepares students for post-secondary writing. Using the process of brainstorming, outlining, drafting, revising, and editing, students learn to write a variety of well-organized, logical essays and produce writing that is largely free of minimum-standard writing errors. Students who have taken Advanced Placement Language and Composition may not enroll in this course.

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

#### **COMPOSITION 100 (Q1)**

Course L316 .5 English credit

Grades 11-12

This course teaches students to express their opinions in clear, logical, structured pieces of writing. While using a process approach that includes brainstorming, outlining, revising and editing, students will write about a variety of topics. Students will also review basic grammar and punctuation rules while working toward learning to write independently to produce a structured piece of writing that has a minimal number of grammatical, usage and mechanical errors.

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **Quadrant 2: Foundational Literature**

#### **AMERICAN LITERATURE 100 (Q2)**

Course L332 .5 English credit

Grades 11-12

This course covers literature from Colonial times through the present day. As students consider what it means to be an American, they will read a variety of authors and genres, including novels, plays, short stories, poetry and non-fiction. Study revolves around issues and themes that have challenged, and will continue to challenge, citizens of our time. Students enrolled in this course will continue to develop reading, writing, and language skills.

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

#### **MAJOR AMERICAN WRITERS 200 (Q2)**

Course L231 .5 English credit

Grades 11-12

This course examines important American writers, ideas, and pieces of literature from colonial times to the present. Study revolves around what it means to be an American and the issues and themes that have challenged, and will continue to challenge, citizens of this country. Students enrolled in this course should be prepared to tackle significant reading and writing assignments, and they should be willing to actively participate in class discussion.

#### **WORLD LITERATURE 200 (Q2)**

Course L214 .5 English credit

Grades 11-12

Students learn to share the joys, sorrows, and struggles common to all peoples while recognizing the demands of different cultures and different eras. Students read and analyze demanding prose and poetry focusing on these universal qualities of humankind. Students should expect extensive reading.

**Students can take this course to fulfill a GLP endorsement requirement.**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

## **WORLD LITERATURE 100 (Q2)**

Course L319

.5 English credit

Grades 11-12

Acquaintance with cultural differences and universal themes is an opportunity that awaits students in this course. Students will read novels, short stories, plays, and poems that examine values from throughout the world and help them to understand world cultures. Frequent writing and daily reading assignments make up the core of this course.

**Students can take this course to fulfill a GLP endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Quadrant 3: Contemporary & Classical Literature**

### **HUMANITIES 200 (Q3)**

Course L210

.5 English credit

Grades 11-12

Socrates (a classic Greek philosopher from Athens) addressed one of life’s most basic questions: “How should we live?” During this semester course, students will contemplate and debate the value of the humanities and explore emotionally and analytically the literary and artistic works of various writers, artists, film makers, and musicians.

Students will begin to define for themselves how they should live, as they analyze and evaluate humanity’s quest for truth and meaning as reflected in the literature we study. This course will focus on the development of critical and creative thinking skills, and will further develop students’ reading, writing, and vocabulary skills.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **ON THE PATH ... (Q3)**

Course L042

.5 English credit

Grades 11-12

Students will study topics of their own choosing to build their literacy and communication skills through in-depth, self-directed study in a dynamic and supportive environment. Students will learn multiple approaches for working with a wide range of written and visual texts. Students should expect to demonstrate and document their learning using electronic portfolios. If you want to build your skills, explore the world, and learn about yourself, get On the Path.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **SCIENCE FICTION & FANTASY 200 (Q3)**

Course L250

.5 English credit

Grades 11-12

In this course students will read, analyze, and discuss a variety of science fiction and fantasy works, including theme-related poetry. Examples of texts students might read include *The Fellowship of the Ring*, by J.R.R. Tolkien; *Fear Nothing*, by Dean Koontz; *Ender’s Game*, by Orson Scott Card, and *Magician: Apprentice*, by Raymond E. Feist. Students will examine common themes in science fiction and fantasy, figurative language and rhetorical devices, and the genre’s relevance in today’s society.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **SCIENCE FICTION & FANTASY 100 (Q3)**

Course L360

.5 English credit

Grades 11-12

In this course students will read, analyze, and discuss science fiction and fantasy works, including some theme-related poetry. Examples of texts students might read include *Harry Potter and the Sorcerer's Stone*, by J.K. Rowling, *Artemis Fowl*, by Eoin Colfer, and *The Hunger Games*, by Suzanne Collins. Students will examine common themes in science fiction and fantasy, study figurative language, and discuss the relevance of the genre in today's society.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

### **SHORT STORIES 100 (Q3)**

Course L361

.5 English credit

Grades 11-12

Students taking this course will study a variety of authors, genres, and time periods, and will increase their appreciation and enjoyment of fiction. This course will provide practice in reading, writing, and thinking skills.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

### **SPORTS LITERATURE AND WRITING (Q3)**

Course L014

.5 English credit

Grades 11-12

In this course students will examine the unique relationship between sports and the individual through the lens of contemporary literature written by a range of authors. Readings for this include novels, poems, stories, biographies, autobiographies, articles, and pamphlets. Writing in this course will include argumentative, informative, and narrative pieces. Students can expect to read books such as *Shoeless Joe* and *The Hard Hat*, along with non-fiction pieces based on leadership, teamwork, and motivation in sports. Students may also view films such as *Field of Dreams*, *Remember the Titans*, and *Miracle*, among other possible choices.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

## **Quadrant 4: Special Topics in English**

### **CREATIVE WRITING (Q4)**

Course L012

.5 English credit

Grades 11-12

In this course students will study and analyze short story and poetry techniques and will employ these techniques in their own writing. Creative Writing concentrates on the communication of ideas, stylistic techniques, experimentation with language, and proofreading competence. Students need discipline and enthusiasm for this course and should feel confident about their basic writing skills.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

### **PUBLIC SPEAKING (Q4)**

Course L013

.5 English credit

Grades 11-12

Would you like to conquer your fear of public speaking or perhaps sharpen your presentation skills? Public Speaking helps students improve their communication skills and gain confidence, regardless of where they begin. This course involves reading, researching, and writing about student-chosen topics. Students in this course present all of their speeches in front of an audience, and debate is included if time and class size permits.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

# English Language Learning (ELL)

These courses support English Language learners with the language skills they need to be successful in high school. Students will practice and improve their skills in listening, speaking, reading and writing. Specific course content will depend on the language skill needs of each student. Course placement requires approval by ELL Teacher.

## **ELL COMMUNICATION**

**Course L491**                      **1 Elective credit**    **Grades 9-12**

In this course, English Language Learner (ELL) students will continue to practice and build upon their English language skills, including reading, writing, speaking, listening, vocabulary, and grammar. Learning goals include both ELL standards and English/Language Arts Common Core State Standards (CCSS).

Class activities include discussions of inter-cultural differences and adjustment to life in the United States. Instruction will be differentiated and individualized so that students can work on individual language learning goals. Successful completion of this course will allow the student to earn one elective credit towards graduation requirements. English credit is not granted for this course.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ELL LAB**

**Full-Block Course L494**                      **1 Elective credit**    **Grades 9-12**

**Split-Block Course L497**                      **.5 Elective credit**    **Grades 9-12**

In this course, English Language Learners (ELLs) receive support for their content area school work. Students bring assignments to work on during class. The ELL teacher provides guidance, focusing on skills (listening, speaking, reading, and writing) that the student needs to work on the most. In addition, the ELL teacher communicates with the students' subject area teachers to find out how to best support individual students for their classes.

Specialized materials, such as ELL dictionaries, are available for student use in ELL Lab. This course is open to all ELLs, regardless of their current level of service. Split-block or full-block options are available. Students will receive a grade of P (Passing) or NP (Not Passing). Successful completion of ELL Lab will allow students to earn elective credits towards graduation. English credit is not granted for this course.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

# Fine Arts

EHS Fine Arts courses provide students with creative avenues for expression, innovation, and collaboration in drama, music and the visual arts. The Fine Arts offer a multitude of options for students who want to try something new or to add depth to their existing skills. Students are required to take a minimum of one Fine Arts credit to graduate from EHS.

## **Music Courses**

All ensemble courses (Orchestra, Choirs, and Bands) are full year, full block courses. Due to the collaborative nature of ensemble study, split-blocks and independent study are not offered within these courses.

### **ORCHESTRA**

**Course F015**                      **1 Fine Arts credit**    **Grades 9-12**

Instrumentalists will learn a varied repertoire of orchestral music. Credit is based on successfully completing the required daily participation and several required public performances.

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **CONCERT CHOIR**

**Course F014**

**1 Fine Arts credit**

**Grades 9-12**

This course is open to any student regardless of previous choral experience or ability. Students will develop vocal technique and music reading skills while performing a wide variety of choral repertoire, from Classical to Broadway. There is a mandatory concert per marking period. Concert Choir students can audition for any of the co-curricular vocal ensembles that meet after school.

**Requirements: Mandatory concert per marking period.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **CHAMBER CHOIR**

**Course F083**

**1 Fine Arts credit**

**Grades 10-12**

Chamber Choir is an advanced ensemble. Auditions will be held in January for the upcoming year. Students learn advanced music representing a variety of choral styles and historical periods. The course includes many performances inside and outside of school.

**Prerequisite: Concert Choir**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **BAND 100: SYMPHONIC BAND**

**Course F102**

**1 Fine Arts credit**

**Grades 9-12**

This course builds on the foundation developed through the 4th-8th grade band program. Most 9th grade band students should enroll in this course. Students collaborate and become part of our musical community through solo & ensemble performances, festivals, concerts and travel experiences. Some performances outside of the school day are a required part of the curriculum.

Students without instruments can contact the director for information regarding the use of a school-owned instrument. [www.EssexBands.org](http://www.EssexBands.org).

**Prerequisites: Previous band experience or through instructor approval. Students who have not been in band before and would like to begin should contact Mrs. Trutor during registration or at [htrutor@ewsd.org](mailto:htrutor@ewsd.org) as soon as possible to develop a plan for successful participation.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **BAND 200: WIND ENSEMBLE**

**Course F116**

**1 Fine Arts credit**

**Grades 9-12**

This course provides an advanced experience that builds on the foundation developed through Symphonic Band. Students collaborate and become part of our musical community through solo & ensemble performances, festivals, concerts and travel experiences. Some performances outside of the school day are a required part of the curriculum. Students without instruments can contact the director for information regarding the use of a school-owned instrument. [www.EssexBands.org](http://www.EssexBands.org).

**Prerequisite: Successful audition.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **JAZZ BAND 100: ESSEX JAZZ JUNCTION**

**Course F150**

**.5 Fine Arts credit**

**Grades 9-12**

This ensemble studies and performs the music of the foremost big band composers, past and present. This course meets Tuesdays and Thursdays from 7-7:55AM. Performances outside of the school day are a required part of the curriculum. [www.EssexBands.org](http://www.EssexBands.org).

**Prerequisite: Concurrent enrollment or successful completion of an EHS band or orchestra course.**

**Students can take this course for more than one credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**



## **JAZZ BAND 200: ESSEX JAZZ ORCHESTRA**

**Course F151**

**1 Fine Arts credit**

**Grades 9-12**

This ensemble studies and performs the music of the foremost big band composers, past and present, and is one of the most active ensembles at EHS. This course meets Mondays and Fridays from 7-7:55am. Performances outside of the school day are a required part of the curriculum. [www.EssexBands.org](http://www.EssexBands.org).

**Prerequisites: Successful audition during the last week of January. Concurrent enrollment or successful completion of an EHS band or orchestra course.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **WORLD MUSIC DRUMMING**

**Course F227**

**.5 Fine Arts credit**

**Grades 9-12**

World Music Drumming (WMD) will engage students through an active, hands-on approach. Through the traditions of Western African and Caribbean drumming students will learn to communicate musically, improvise, explore and respect musical and personal space, and practice how to lead and how to follow. Students will demonstrate techniques for playing various drums.

Students will demonstrate techniques for playing various drums.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GUITAR I: BEGINNING GUITAR**

**Course F420**

**.5 Fine Arts credit**

**Grades 9-12**

This course is designed to provide the musical novice with the fundamental guitar skills needed to perform at an introductory level. Students will learn basic music skills and guitar techniques from the perspective of the performer. The regular classroom time will be spent learning to read music and guitar tablature while playing traditional songs and other skills-appropriate music.

Recommended for any student who wishes to begin guitar study or for students who play by ear and would like to learn to read music. Prior musical background is not necessary. All course materials, including guitars and books, will be provided by the school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GUITAR II: THE GUITAR EXPERIENCE PROJECT**

**Course F152**

**.5 Fine Arts credit**

**Grades 9-12**

Students of intermediate or advanced playing ability will develop individual goals and generate projects that cater to their specific interests and needs. Transposition, music reading, soloing, transcription, ear training, songwriting, ensemble playing and more are possibilities in this course. Final projects may include producing, designing and recording your own CD and a public performance. All course materials, including guitars and books, will be provided by the school.

**Prerequisites: Successful completion of Guitar I: Beginning Guitar or instructor approval.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **PIANO LAB I**

**Course F010**

**.5 Fine Arts credit**

**Grades 9-12**

This course is designed for students who want to learn how to read music while acquiring the ability to play simple piano pieces with both hands. The lab allows group playing as well as silent individual practice. This course is for beginning pianists

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **PIANO LAB II**

**Course F079**

**.5 Fine Arts credit**

**Grades 9-12**

This course is a continuation of Piano Lab I. Piano Lab II students will finish Alfred Adult Beginner book 1 or begin book 2. They will improve their piano technique through songs, scales and standard piano classics including a variety of genres. Students will compose, improvise, study the historical origins of the instrument and perform great piano works. Piano Lab I and II students may be mixed within the same class.

**Prerequisites: Piano Lab I or at least 2 years of private instruction.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SONGWRITING**

**Course F304 .5 Fine Arts credit**

**Grades 9-12**

Have you always wondered how to write your own music? This course explores the elements of music through project-based compositions. Students will compose music from advertising jingles, to pop songs, to pieces for vocal or instrumental combos. Students will use the Music Composition Online Mentoring Program (music-comp.org), formerly known as the VT Midi Project.

**This course is offered every other year. Offered 2020-2021.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **HISTORY OF ROCK AND ROLL**

**Course F118 .5 Fine Arts credit**

**Grades 9-12**

This course is open to any student, regardless of prior musical background. The curriculum will cover the development of rock music and its relationship to society. We will begin in the early 20th century with the roots of blues music and cover each decade up to modern day. This course includes reading assignments, quizzes and active class participation.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP MUSIC THEORY**

**Course F305 1 Fine Arts credit**

**Grades 10-12**

This course is a rigorous introduction to the fundamentals of harmony and standard music notation practices, equivalent to an introductory level college music theory course. Students will be encouraged to take the AP Music Theory Exam in May. **This course is offered every other year. Next offered 2021-2022.**

**Prerequisites: Prior music instruction inside or outside of school or instructor approval**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Dance**

### **DANCE I**

**Course F023 .5 Fine Arts credit**

**Grades 9-12**

In this entry level course, beginning students will be introduced to the art form of expressive movement. Students will explore the fundamentals of modern, jazz, hip hop, lyrical, perhaps a bit of tap, and some social dances. Students will be encouraged to develop and learn choreographed pieces, concluding with a public performance. With instructor permission, experienced and skilled student dancers will help lead as classroom assistants, serving as role models and sharing their talents and skills with peers. This is an active class and students are required to wear appropriate dance clothing for all classes. This is a great course for students interested in developing their Musical Theater chops!

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Theater**

### **THEATER I: FOUNDATIONS**

**Course F007 .5 Fine Arts credit**

**Grades 9-12**

This course focuses on the form and process of theatre, and on the contributions of significant artists. Students will be introduced to and asked to explore elements of the production process including playwriting, acting, directing, design, and criticism. The class will also investigate different periods, styles, and genres of theatre through play reading, discussion, critiquing live theatre, and creating live theatre. Topics covered will include: Ritual and Revival, Theater as Political Sphere, Realism, and Breaking the Mold. This foundational course offers students a wide array of opportunities to develop and hone skill sets in a highly creative, imaginative, and collaborative environment. Viewing professional productions and discussion-based learning are also core components of the class.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **THEATER II: PLACE AND COMMUNITY**

**Course F061**

**.5 Fine Arts credit**

**Grades 9-12**

This course builds on the practical and historical vocabulary of Theater 1. Students will further their development as directors, performers, and designers while exploring what performance can be and what it can do. This class combines critical discussion and in-class play-reading with viewing and creating live theater. Theater 2 relies on a collaborative environment: students of various backgrounds, skill sets, and interests are encouraged to enroll. Performance Projects will focus on: Site Specific Work, Object Theater, Gender/Identity, and Ensemble Based Theater. Viewing of professional productions and discussion-based learning are also core components to the class.

**Prerequisites: Theater 1 or instructor approval**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **BUILDING INSPIRED WORLDS ON STAGE**

**Course F366**

**.5 Fine Arts credit**

**Grades 10-12**

Learn to steal like an artist, generate original performance work, and build a world on stage. In this course, students will read short stories, graphic novels, and news content while pulling inspiration from journaling, interviews, and collaborative theater exercises to generate adaptations and original theatrical works. This course delves into the process of adaptation, personal narrative, playwriting, and the devising process in order to create a new theatrical work that is both personal and universal. Students across a range of interests and strengths are encouraged to enroll: writers, artists, film-makers, musicians, performers, technicians, directors, and curious minds will find this course chock-full of inspiration and skill-building. Viewing professional productions and discussion-based learning are also core components of the class.

**Prerequisites: Theater 1 and either 1 semester in Band, Visual Art, Film, or Photography or instructor approval.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Film Courses**

### **FILM I: APPRECIATION & CRITICISM**

**Course F082**

**.5 Fine Arts credit**

**Grades 9-12**

Students will learn a variety of critical methods to move beyond merely watching films to understanding them as active, critically engaged viewers. Through in-depth analysis of each film, students learn to express their ideas and feelings about film and examine artistic choices that affect a film's impact on the viewers.

**Requirement: Parent permission of film titles is required**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Visual Art Courses**

### **UNIFIED ADAPTIVE VISUAL ARTS**

**Course F207**

**.5 Fine Arts credit**

**Grades 9-12**

This course is designed to meet the needs of students with all abilities. Students interested in acting as helpers/partners may enroll in this course for .5 Fine Arts credit. This course includes a rotating curriculum of foundational Art 1, Clay 1, Photo 1 and lifetime skills that are aligned with student Individualized Education Plans (IEPs) with an emphasis on social interaction and teamwork. Students enrolled in this course are encouraged to also be enrolled in other Fine Arts courses as this course will give students more one on one instruction to supplement the learning and work they do in their other art classes. Students are evaluated on the growth of their skills and participation over time and are graded on a pass/fail basis.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ART I: HALF YEAR**

**Course F058**

**.5 Fine Arts credit**

**Grades 9-12**

In this one semester foundational course, students will explore and experiment with several different artistic media and techniques. Imagination and a sense of adventure are needed as art elements and principles, design and composition are studied through drawing, painting, collage, sculpture and other media. This course or Advanced Art I: Full Year Exploration is required for those students desiring to pursue any of the advanced courses offered in the fine arts including Digital and Graphic Design, Drawing and Painting, Art II, Art III, and AP Art.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ART I: FULL YEAR INTENSIVE EXPLORATION**

**Course F073**

**1 Fine Arts credit**

**Grades 9-12**

This foundational level course is geared for students who are highly motivated and interested in the visual arts and applying to the Academy of Visual and Performing Arts. This course provides a broader foundation with various two dimensional and three dimensional media, techniques and processes and includes inspirations and references from art history and world cultures. This course or Art I: Half Year is required for those students desiring to pursue any of the advanced courses offered in the fine arts including Digital and Graphic Design, Drawing and Painting, Art II, Art III, and AP Art.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GLOBAL HISTORY THROUGH THE ARTS**

**Course S961**

**1 Fine Arts credit, 1 World Studies credit**

**Grade 9**

This yearlong, team-taught course will meet every day and focus on what it means to be a global citizen using History, Literature, and Art as its foundation. Students will examine major events and turning points of world history from the Age of Exploration to the present while investigating the foundational ideas that shaped the modern world. The course encourages students to think across disciplines by reading, writing, thinking, drawing, painting, sculpting and discussing topics from history, art, and literature. Students will study and make connections between history and art (art making and art history). A strong emphasis will be placed on building community, establishing positive learner traits, and helping students make a smooth transition to high school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ART II: FULL YEAR**

**Course F026**

**1 Fine Arts credit**

**Grades 10-12**

This course is specifically designed to begin a student's portfolio for college admission. Students will concentrate on advanced techniques and design problems in the following areas: drawing, painting, printmaking and sculpture. The course will focus on developing observational skills while fostering creative imagination. Students will examine the styles of both historical and contemporary artists while developing their own personal style of expression. Students who are planning to take Art III and Advanced Placement in Art should take this prerequisite course in 10th grade.

**Prerequisite: Art I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ART II: HALF YEAR**

**Course F049**

**.5 Fine Arts credit**

**Grades 9-12**

This course is offered for students who cannot take a full year of Art II. The course will focus on the same advanced techniques and design problems using a wide range of media including pencil, charcoal, pastel, pen and ink, watercolor and acrylics. The course combines observational drawing with the use of the imagination as a means of transforming visual ideas onto a two-dimensional surface. Students are recommended to combine this course with any specialty course (clay, photography, and sculpture) to meet the prerequisites for Art III.

**Prerequisites: Art I or Global History Through the Arts**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **ART III**

**Course F037**

**1 Fine Arts credit**

**Grades 11-12**

This course is intended for highly motivated students who wish to take AP Art and/or pursue art in college. This course will focus on developing the “breadth” portion of your AP or college portfolio with a variety of visual media and subject matter. Observational drawing will be stressed as students continue to develop personal visual imagery through intensive work in drawing, painting, mixed media, printmaking and sculpture. This course will focus on introducing students to historical and contemporary artists. Toward the end of the course, students will select a particular visual topic based on an individual interest and begin a concentration of a related body of work that focuses on a process of investigation, growth, and discovery.

**Prerequisites: Art II or Drawing and Painting**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **ART IV - AP ART**

**Course F028**

**1 Fine Arts credit**

**Grade 12**

This course is designed for students who wish to take the AP Art exam and/or pursue art in college as a career. This very intensive course is structured to prepare students to submit a comprehensive portfolio for the Advanced Placement Examination in May or for college admission. The first semester of the course focuses on the “breadth” portion of the portfolio where students continue to work in a variety of media including drawing, painting, mixed media, sculpture and printmaking. The second “concentration” portion of the semester is spent focusing on a specific area of interest and developing a personal style of expression. Students who don’t want the intensity of the AP curriculum may elect to take this course as an Art IV credit.

**Prerequisites: Art III or instructor approval**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **CLAY I**

**Course F040**

**.5 Fine Arts credit**

**Grades 9-12**

In this course students express themselves in clay to make both functional pottery and sculptures. Students will explore line, shape, form, color, and texture as tools of expression and learn basic building techniques including pinch, coil, slab, and sculpting.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **CLAY II**

**Course F041**

**.5 Fine Arts credit**

**Grades 9-12**

In this course students expand and develop their basic knowledge of clay construction, allowing for more self-expression. Students will make more advanced projects via hand building or the pottery wheel. New techniques in building and glaze decorating will be explored. Students continue to develop a personal style.

**Prerequisite: Clay I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **CLAY III**

**Course F094**

**.5 Fine Arts credit**

**Grades 10-12**

In the first quarter students refine already established hand-building, wheel throwing, and glazing skills while creating far more challenging projects (i.e. sets, teapots, lidded containers, altered wheel forms, etc.). In the second quarter students choose an area of personal concentration and expression, creating a cohesive body of clay work.

**Prerequisite: Clay II**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **PHOTOGRAPHY I**

**Course F350**

**.5 Fine Arts credit**

**Grades 9-12**

In this course students will create expressive and artistically composed photographs. Students will learn how to use digital SLR cameras, and edit on the computer using both Lightroom and Photoshop. Students will be able to critique photos in terms of composition and how it makes the viewer respond.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **PHOTOGRAPHY II**

**Course F351 .5 Fine Arts credit**

**Grades 10-12**

Students will learn advanced digital and film camera techniques as well as editing using both Lightroom and Photoshop. The art of photography masters will be highlighted. Students will develop a personal style and critiquing skills.

**Prerequisite: Photography I**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SEWING AND FIBER ARTS**

**Course Number: H005 .5 Fine Arts Credit OR .5 Practical Arts credit Grades: 9-12**

In this course students will study textile fiber and fabric characteristics, consider elements and principles of design in order to create and/or alter textiles and apparel, and evaluate the history of textiles and fiber arts and its impact on art, culture, and fashion today. Additionally, students will analyze career paths within textile, fashion, and apparel industries. In this hands-on, project-based class students will create with the use of sewing machines, hand sewing techniques, looms, and more. This class emphasizes sustainability and student choice.

**Students can take this course to fulfill an AVPA endorsement requirement.**

**Students can take this course more than once for credit.**

## **METAL SCULPTURE AND DESIGN**

**Course F365 .5 Fine Arts credit**

**Grades 10-12**

Metal Sculpture and Design will teach the basics of metal work and welding through the creation of sculptural artwork. Students will see their work go from idea to prototype to complete work. Students will use traditional drawing mixed with CAD design tools to create unique 3d works of art.

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **MEDIA COMMUNICATIONS**

**Course I038 .5 Fine Arts OR Practical Arts credit**

**Grades 9-12**

Media Communications provides students with a broad understanding of digital media through hands on projects and creative design thinking. Students will use Photoshop, Audition and Premiere Pro to design projects, including a movie poster and a short video.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **MOVIE PRODUCTION I**

**Course F356 1 Fine Arts OR Practical Arts credit**

**Grades 9-12**

Students will learn about many of the skills required to conceive and produce a short movie. Story elements and composition, screenplay, lighting, basic to advanced camera work, audio recording for film, critique of award winning films, career exploration, and small-group filmmaking will help students gain real life filmmaking skills.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **EHSPN**

**Course F357 1 Fine Arts OR Practical Arts credit**

**Grades 10-12**

Students will focus on the creation of the EHS sports show EHSPN. This course is for students interested in video production, acting for the camera and/or sports reporting. This course allows students with a wide range of skill sets (music, acting, comedy, motion graphics, photography) to showcase their work for the school audience.

**Prerequisites: Movie Production I, Media Communications, or instructor approval.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **MOVIE PRODUCTION II: ADVANCED CINEMA**

**Course F358 1 Fine Arts OR Practical Arts credit Grades 10-12**

This course will focus on the creation of high quality short films. Projects will incorporate larger group film-making as well as outside works for festivals and clients. Emphasis will be on advanced video DSLR use, lighting, scripting and storytelling. This course will allow you to build on your skills from Movie Production I and fully explore video production in a more professional manner.

**Requirements: AVPA Film students are required to take this course after completing Movie Production I.**

**Prerequisites: Movie Production I or EHSPN**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **COMPUTER ANIMATION I or II**

**Course I106 .5 Fine Arts OR Practical Arts credit Grades 9-12**

Computer Animation I focuses on learning the basics of creating digital animation. Topics include how to create 2d and 3d models effectively and how to render still images and video. We will use industry standard animation software to create exciting 3d objects and short animations. If you possess a bit of computer savvy and have a passion for animation, this course is for you. In Computer Animation II see your hard work come alive! Employ the basic techniques learned in Computer Animation I to develop your own stories. You will finely tune modeling and animation skills while creating character animations.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

**Students can take this course more than once for credit.**

## **DIGITAL AND GRAPHIC DESIGN**

**Course F090 .5 Fine Arts OR Practical Arts credit Grades 9-12**

Using the computer as an artistic medium, you will explore the creative process and create digital artworks. You will be introduced to current computer programs, Photoshop and Illustrator and will experiment with different ways the programs can be used to create digital art. In Photoshop you will learn about pixels, layers, layer masks and other tools. In Illustrator you will learn about vectors, creating custom illustrations, typography, logo development and marketing, and much more.

**Prerequisites: One of the following courses: Art 1 (half or full year), Clay 1, Photography 1, Movie Production 1, Media Communications, Computer Animation I, or Web Design.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ADVANCED DIGITAL AND GRAPHIC DESIGN**

**Course F361 .5 Fine Arts OR Practical Arts credit Grades 10-12**

In this course students will learn advanced digital techniques that will build upon skills and concepts from the Introduction to Digital & Graphic Design course. They will create, investigate, explore and cultivate a personal interest and develop a portfolio that they will work on for the entire semester.

**Prerequisite: Digital & Graphic Design**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **21st CENTURY DESIGN**

**Course Q225 .5 Fine Arts credit Grades 11-12**

The dawning reality of the 21st century is that our global society values form as much as function. Creativity manifests itself as innovation. Students will build their creative confidence by using divergent and convergent thinking to generate innovative ideas and clever solutions. Studying how form follows function, students will discover the qualities of good design and improve bad design. This project-based course features a practical combination of human-centered design thinking and creativity with technical skills that culminate in a unique prototype or mockup by each student.

**This course is offered every other year. Offered 2022-2023**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

# Health and Physical Education

Health and Physical Education at Essex High School embrace the belief that: "...intelligence and skill can only function at the peak of their capacity when the body is healthy and strong; that hardy spirits and tough minds usually inhabit sound bodies." -John F. Kennedy

## **Health Education**

### **HEALTH**

**Course P008**

**.5 Health credit**

**Grades 9-12**

Students will gather, research, understand and critically analyze information to make informed healthy choices. They will acquire the skills needed to interact in positive ways with others and become contributing members of a healthy society. Students will learn to predict the consequences of their decisions recognizing that what they choose today will make a significant difference in their futures. Students will use acquired skills and information to take responsibility for their behavior as they transition from adolescence to adulthood. Students will practice and learn the following skills:

Students will practice and learn the following skills:

- Assertive communication
- Decision making
- Goal setting
- Research methods
- Risk assessment
- CPR/AED training

Content areas include alcohol, tobacco and other drugs, family and social health, growth and development, human sexuality, nutrition, personal safety, self-image and stress.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

## **Physical Education**

All students are required to accumulate 1.5 credits in physical education which must include "Give Me Five." Every course is offered in both semesters. Students will not receive credit for enrolling in a course more than once. Because the foundation of each course is activity, a student must participate daily to receive PE credit. All courses include both fitness training and skill development.

### **GIVE ME FIVE**

**Course P220**

**.5 Physical Education credit**

**Grades 9-12**

This required course has a strong academic component. 9th grade students may enroll, but may benefit more in their first year of high school by enrolling in Activity is an Adventure, Have a Ball, or Right on Target which will provide more of a "movement break" from other classes. Give Me Five provides instruction in the 5 health related aspects of fitness – cardiovascular fitness, flexibility, muscular strength/muscular endurance and body composition. Students will participate in a developmentally appropriate training program designed to achieve and maintain aerobic capacity, flexibility, and muscular strength/endurance within a healthy fitness zone.

Training will include instruction and participation in a variety of activities that support fitness outcomes. This training may include: cardiovascular training progressions and games, Pilates, plyometrics, yoga, and strength training using equipment such as kettle bells, dynabands, bosu balls, physioballs, medicine balls, and free weights. The academic component of the course will focus on the principles of training as they apply to these areas of fitness. Students will study the anatomy and physiology of muscle and will understand the body's physiological response to training.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

### **ACTIVITY IS AN ADVENTURE**

**Course P221**

**.5 Physical Education credit**

**Grades 9-12**

This course provides a non-traditional approach to physical education. Participants engage in experiences that focus on both intrapersonal and interpersonal development. There are four broad units of instruction: Initiatives, Team Building, Trust, and Problem Solving. Course participation enhances students' communication skills, decision making, compassion, tolerance, leadership, trust, and collaboration.

Due to the nature of activities, students must expect and be comfortable with physical contact. The course



climate encourages the development of community, creativity and risk taking in a structured environment. In addition to the four primary units of instruction students will experience a low ropes course, learn to belay and climb and also geocache.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **HAVE A BALL**

**Course P223                    .5 Physical Education credit                    Grades 9-12**

This course includes instruction in a variety of traditional team sports. These may include: volleyball, basketball, soccer, football, softball, whiffleball, team handball, and rugby. This course may best be suited for students with a competitive spirit.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **RIGHT ON TARGET**

**Course P222                    .5 Physical Education credit                    Grades 9-12**

This course provides instruction in a variety of target sport/partner activities. These may include such activities as archery, tennis, badminton, frisbee golf, fencing, and pickleball.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **INDEPENDENT STUDY IN PHYSICAL EDUCATION**

**Course PIND                    .5 Physical Education credit                    Grades 11-12**

Students in this course will create and complete an individual fitness program for P.E. credit. Students will demonstrate proficiency in a variety of physical activities outside of the regular school day using these national P.E. standards ([www.shapeamerica.org/standards/upload/National-Standards-Flyer-rev.pdf](http://www.shapeamerica.org/standards/upload/National-Standards-Flyer-rev.pdf)):

Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Students may not enroll in this course for the second semester of their 12th grade year.**

To obtain credit a student must:

- Meet once every two weeks with the course instructor.
- Show competency in 5 different activities
- Show evidence of skill mastery by providing video documentation of 3 skills (minimum) per activity.
- Demonstrate evidence of cardiovascular fitness, flexibility, and muscular strength/endurance by attaining a healthy fitness level as determined by FITNESSGRAM. Pre and post fitness assessments occur in person with the Instructor.
- Complete at least 3 hours of fitness-related activity and 4 hours of skill-related activity every two weeks. The activity application, Strava, is used to track pace, heart rate, distance, and time of workouts. All workout data will be uploaded to Google Classroom after each exercise session.
- Complete a 1-2 page reflection paper about the experience with an emphasis on Standards 2, 4 and 5.

Skills needed to succeed in this course include self-motivation, the ability to use on-line applications including Strava and Google Classroom, and effective time management.

This course is graded on a pass/fail basis.

**Prerequisites: Give Me Five or an equivalent online personal fitness course, attendance at one man-**

**datory meeting before registration**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **CARE & PREVENTION OF ATHLETIC INJURIES**

**Course P300**

**.5 Elective credit**

**Grades 11-12**

This course is designed to introduce students to the care and prevention of athletic injuries. It is a comprehensive introduction to preventing, recognizing, evaluating, treating, and rehabilitating basic athletic injuries. Units of instruction will include human anatomy and physiology, kinesiology, protective taping and wrapping techniques, first aid and CPR. Students will also explore different career opportunities within athletic training and related fields. The course includes classroom and laboratory/practical instruction. Students successfully completing the course may be certified in basic first aid, CPR, and AED. They will be capable of assisting a professional certified athletic trainer and be prepared for advanced study of sports medicine.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **CARE & PREVENTION - SPECIAL TOPICS IN SPORTS MEDICINE**

**Course P304**

**.5 Elective credit**

**Grades 11-12**

This course examines special topics pertaining to the field of athletic training and sports medicine. Topics may include nutrition, equipment utilization, varied populations in athletics and/or other advanced topics in athletic training identified by students. It can help prepare students looking to further their education in the medical field.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Mathematics**

The Mathematics team at Essex High School strives to offer a variety of courses to provide a solid foundation for all students. Throughout each Mathematics course at Essex High School, teachers will reinforce the following eight mathematical practices in order to develop logical and critical thinking skills, which will enhance students' problem solving, modeling and investigative abilities.

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Most students follow the sequence of Algebra I, Geometry, and Algebra II to prepare for College Entrance examinations (SAT and ACT) during Grade 11. In addition to this sequence of courses, it is recommended that all students take a course in probability and statistics due to the increased focus on this field of study on standardized tests including the latest versions of the SAT and ACT.

Some course titles include level designations related to the rigor of the course:

- 300 level (also referred to as AP, Honors, or Advanced) courses are designed for students who have demonstrated exceptional ability in the subject matter.
- 200 level courses are designed for students who have demonstrated a high performance record in the subject matter.
- 100 level courses are designed to help students meet course proficiencies and graduation requirements.
- Courses with no level assigned are open to students who have taken any indicated prerequisites.





## **Additional Mathematics Courses**

### **MATH OF FINANCIAL LITERACY**

**Course M309**

**1 Mathematics credit**

**Grades 11-12**

This course is designed for students who are interested in gaining an understanding of financial topics and the mathematics behind them. This course will investigate in depth such topics as: income and budgeting, financial goal setting, the time value of money, banking and personal income taxes, renting vs. owning, and debt repayment. This course is designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Lessons integrate the use of technology, including graphing calculators, spreadsheet programs, and many Internet sources to perform mathematical calculations. By the end of the course, students will have a detailed understanding of the mathematics behind some key personal finance issues that affect their lives, as well as the skills and knowledge needed to improve their financial future.

**Prerequisites: Teacher recommendation and Algebra I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **ALGEBRA & TRIGONOMETRY 100**

**Course M312**

**.5 Mathematics credit**

**Grades 11-12**

This course is intended for college bound students as an alternative to taking Pre-Calculus (cannot be taken concurrently with Pre-Calculus). The course will include a review of algebra skills as well as the further development of advanced algebra concepts covered in Algebra 2. Time will be given for preparation for standardized tests such as the ACT and SAT. The fundamentals of trigonometry will also be explored. Students looking for a full year (1 credit) of math are encouraged to also sign up for Probability and Statistics.

**Prerequisites: Teacher recommendation and Algebra II**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **PROBABILITY & STATISTICS**

**Course M313**

**.5 Mathematics credit**

**Grades 9-12**

How can we become more informed consumers of information? This course is designed to explore and understand the role statistics play in our everyday lives. Data collection, description, and analysis are studied as ways to report findings and build mathematical models for prediction and decision making. Probability is used to assess the usefulness of models.

Lessons integrate the use of technology, including graphing calculators and/or computer software to produce charts and graphs. Examples from fields such as economics, business, education, psychology, sociology, biology, and medicine will be examined.

**Prerequisites: Credit or concurrent enrollment in Algebra 1**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **PRE-CALCULUS 200**

**Course M216**

**1 Mathematics credit**

**Grades 10-12**

The focus of this course will be topics from Trigonometry and Analytic Geometry. Trigonometric functions of the general angle in the coordinate plane are discussed along with such topics as standard position, co-terminal angles, positive and negative angles, reference angles and radian measure. Various relationships between functions are developed and formulas derived which are used in solving trigonometric equations and proving identities.

Graphing the various functions and the inverse relations are included. The laws of sines and cosines are derived and used with applied problem-solving. The rectangular coordinate system is reviewed.

Various formulas are used such as distance, midpoint, the angle between two lines, and distance from a point to a line. Graphs of relations and functions emphasizing domain, range, symmetry, and asymptotes are included. Exponential and logarithmic functions are discussed and graphed, as are parametric and polar equations and conic sections. This course is designed for students who are planning on a career with an

emphasis on mathematics.

**Prerequisites:** Teacher recommendation and Algebra II

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **HONORS PRE-CALCULUS 300**

**Course M115**      **1 Mathematics credit**

**Grades 10-12**

This course is designed for the student who plans to study AP Calculus (level BC) the following year. Topics included in this course are: trigonometry, vectors, polar and parametric equations, limits, and some work with derivatives with an emphasis on problem solving and applications throughout. A CAS TI-Nspire graphing calculator is highly recommended for all students in this course.

**Prerequisites:** Teacher recommendation and Algebra II Honors 300

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **AP STATISTICS 300**

**Course M112**      **1 Mathematics credit**

**Grades 11-12**

This course is designed for the student who is interested in pursuing a career in natural science, social science, engineering, mathematics or any other career that involves performing research and/or interpreting research results. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The emphasis of this course is on the use of graphical and numerical techniques to study patterns and departures from patterns, experimental design, probability, sampling distributions, and statistical inference. A graphing calculator is highly recommended for all students in this course. Successful students who choose to use a dual enrollment voucher or pay for college credit will earn 3 UVM credits through the College of Engineering and Mathematical Sciences in addition to 1 EHS credit for this course.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisites:** Teacher recommendation and Algebra II or higher

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **CALCULUS 200**

**Course M217**      **1 Mathematics credit**

**Grades 11-12**

This course is designed for students who want to continue their studies of mathematics but are not interested in taking the Advanced Placement test at the end of the year. Students planning on a career in science, mathematics, or engineering will be well prepared to take a college Calculus course and in some cases go on to 2nd semester Calculus. The curriculum will be very similar to the AP Calculus AB course listed below. The major difference will be a less rigorous coverage of the material in some areas.

**Prerequisites:** Teacher recommendation and Pre-Calculus

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **AP CALCULUS (AB) 300**

**Course M117**      **1 Mathematics credit**

**Grades 11-12**

This course is designed to prepare students to take the AP Calculus AB exam. Any student planning on a career in science, mathematics, or engineering is urged to take this course. Some of the topics are advanced topics in algebra, limits and continuity, concepts of a derivative, derivatives of functions and applications, integrals, areas, and volumes of revolution. Students planning to take the Advanced Placement test should confer with the teacher in early November. A graphing calculator is highly recommended for all students in this course.

**Prerequisites:** Teacher recommendation and Pre-Calculus

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **AP CALCULUS (BC) HONORS 300**

**Course M122**      **1 Mathematics credit**

**Grades 11-12**

This course is the culmination of the honors program in mathematics. Students are expected to enter the course with knowledge of limits and basic derivatives. The curriculum for the course will include techniques and applications of derivatives, integration techniques and applications, the calculus of transcendental func-

tions, the calculus of parametric and polar equations, and infinite series. A CAS TI-Nspire graphing calculator is highly recommended for all students in this course. Students are required to take the Advanced Placement test.

**Prerequisites: Teacher recommendation and Honors Pre-Calculus 300**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP COMPUTER SCIENCE A 300**

**Course M127            1 Mathematics credit**

**Grades 10-12**

This course emphasizes object oriented programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester college level course in Computer Science. It also includes the study of data structures, design, and abstraction. Students will learn to: design and implement solutions to problems by writing, running, and debugging computer programs; use and implement commonly-used algorithms and data structures; develop and select appropriate algorithms and data structures to solve problems; code fluently in an object-oriented paradigm using the programming language Java; read and understand a large program consisting of several classes and interacting Objects; recognize the ethical and social implications of computer use. In evaluating student programming solutions, consideration will be given to program correctness, error handling, and the organization, format, and documentation of the code. This course is recommended for students who intend to pursue study in scientific or technical fields. Students in this course may be candidates for the AP Computer Science A exam in May. Additional time outside of class is required. No prior programming knowledge is required.

Students can take this course to fulfill a STEM Academy requirement.

**Prerequisites: Teacher recommendation and Geometry 200 or Algebra II**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **MOBILE APP DEVELOPMENT**

**Course M225            1 Mathematics credit**

**Grades 10-12**

Students in this course will learn how to build web and mobile applications using HTML, CSS and JavaScript programming languages. Web applications will be taught first, then React Native will be used to create mobile apps. Students will design and build useful apps that can be downloaded onto either Android or Apple phones. Local coding professionals will provide guidance in the classroom on a regular basis and opportunities will be provided to work with coders in the community upon successful completion of the course.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisites: Completion of or concurrent Geometry, or teacher recommendation**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

# **Practical Arts**

Practical Arts is available to students under two areas of study-Family and Consumer Science and Technology Education. The variety of courses increase student learning in “hands-on” class lab situations. The courses in Practical Arts help students to make connections between their learning and personal/career choices. Once the .5 credit graduation requirement is met, students have a wide variety of elective options where practical skills are learned and can be used throughout their adult lives.

## **Family and Consumer Science**

### **FOODS I**

**Course H002            .5 Practical Arts credit**

**Grades 9-12**

This is an introductory hands-on food preparation course. We emphasize basic cooking skills, safety and sanitation, wise consumer habits, and healthy nutritional choices. Units begin with independent cooking and progress into group planning and team preparation of more advanced dishes. Students will also complete projects that correspond with current food issues and trends. This course or Food Science is recommended for all students.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **FOOD SCIENCE**

**Course H001**

**.5 Practical Arts credit**

**Grades 9-12**

If you are a foodie, but you are also interested in food science, wellness, and understanding the role food plays in maintaining a healthy life, then this course is for you. Students explore the relationship between food and science through the development of cooking skills in this project based course. Students interested in the careers of dietetics, nutrition, physical therapy, and food technology should consider this course. This course or Foods I is recommended for all students.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **FOODS II**

**Course H003**

**.5 Practical Arts credit**

**Grades 10-12**

This is an advanced course designed for students who wish to learn about food and its relationship to our multicultural world. This hands-on course is a spectacular opportunity to prepare and learn about food, history, and various diverse cultures. When not in the kitchen, students will supplement their learning with food based research and cooking projects. Students are expected to apply their knowledge from Foods I or Food Science in order to continue building their skill set. This is a good course for students interested in advanced cooking and/or a career in food services.

**Prerequisites: Foods I or Food Science**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ON YOUR OWN**

**Course H009**

**.5 Practical Arts credit**

**Grades 10-11**

This course is designed to prepare students with life skills for living on your own. Students explore the following areas: personal development, financial literacy, careers, and personal living space. These units will be explored through goal-setting, decision and communication skills, mental health, personal finance, job searching, roommate scenarios and living skills, and more. The course content is approached with hands on experiences, group work, discussion, projects, and more.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SEWING AND FIBER ARTS**

**Course H005**

**.5 Practical Arts credit**

**Grades 9-12**

In this course students will study textile fiber and fabric characteristics, consider elements and principles of design in order to create and/or alter textiles and apparel, and evaluate the history of textiles and fiber arts and its impact on art, culture, and fashion today. Additionally, students will analyze career paths within textile, fashion, and apparel industries. In this hands-on, project-based class students will create with the use of sewing machines, hand sewing techniques, looms, and more. This class emphasizes sustainability and student choice.

**Students can take this course to fulfill an AVPA endorsement requirement.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **CHILD DEVELOPMENT**

**Course H008**

**.5 Practical Arts credit**

**Grades 9-10**

This course offers an overview of childhood development from birth through adolescence. The course examines developmental domains, theories, stages, and factors that affect development in regard to physical, cognitive, social, and emotional growth. Students will learn how to create developmentally appropriate, nurturing learning environments for children by studying early childhood education practices and developing and implementing a preschool simulation. Additional career exploration studies will educate students about a variety of career options. Course work is hands-on and interactive.



## **INTERIOR DESIGN I or II**

**Course H012**

**.5 Practical Arts credit**

**Grades 9-12**

This course offers students the opportunity to explore principles and elements of design in relation to textiles, building materials, interior design, architecture, space management, and color psychology. Topics will cover design and development of architecture, interiors, and furnishings throughout history as well as current trends today with a focus on sustainability. This is a hands-on and interactive project-based course. Students will explore career opportunities within the field and create their own portfolio.

**Students can take this course to fulfill an AVPA endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Technology Education**

### **BUILDING DESIGN**

**Course I033**

**1 Practical Arts credit**

**Grades 9-12**

In this course students will learn about architectural styles, design, and engineering through hands-on work with drafting tools, AutoCAD software, and scale model construction using the FabLab’s laser engraver. We will even get to design and build cool items using our woodworking tools. This course is especially helpful for students hoping to study engineering or architecture after high school, but is also beneficial for anyone who wants to confidently make plans and build elements for the home.

**Students can take this course to fulfill an AVPA endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **ELECTRONICS**

**Course I016**

**.5 Practical Arts credit**

**Grades 9-12**

This course is a fun way to get introduced to electronics which do appear on SAT and ACT exams. No experience is necessary since we will learn the basics of electronic components, read schematics and construct circuits with confidence. We’ll work with one component at a time to gain proficiency with these tiny pieces and then we will build neat circuits in preparation for a project which incorporates all of our learning into an electronic device “invention”. This final project may include work with the FabLab’s laser engraver.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **MEDIA COMMUNICATIONS**

**Course I038**

**.5 Fine Arts OR Practical Arts credit**

**Grades 9-12**

Media Communications provides students with a broad understanding of digital media through hands on projects and creative design thinking. Students will use Photoshop, Audition and Premiere Pro to design projects, including a movie poster and a short video.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **MOVIE PRODUCTION I**

**Course F356**

**1 Fine Arts OR Practical Arts credit**

**Grades 9-12**

Students will learn about many of the skills required to conceive and produce a short movie. Story elements and composition, screenplay, lighting, basic to advanced camera work, audio recording for film, critique of award winning films, career exploration, and small-group filmmaking will help students gain real life film-making skills.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **EHSPN**

**Course F357**

**1 Fine Arts OR Practical Arts credit**

**Grades 10-12**

Students will focus on the creation of the EHS sports show EHSPN. This course is for students interested in video production, acting for the camera and/or sports reporting. This course allows students with a wide range of skill sets (music, acting, comedy, motion graphics, photography) to showcase their work for the school audience.

**Prerequisites: Movie Production I, Media Communications, or instructor approval.**

**Students can take this course more than once for credit.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **MOVIE PRODUCTION II: ADVANCED CINEMA**

**Course F358**

**1 Fine Arts OR Practical Arts credit**

**Grades 10-12**

This course will focus on the creation of high quality short films. Projects will incorporate larger group film-making as well as outside works for festivals and clients. Emphasis will be on advanced video DSLR use, lighting, scripting and storytelling. This course will allow you to build on your skills from Movie Production I and fully explore video production in a more professional manner.

**Requirements: AVPA Film students are required to take this course after completing Movie Production I.**

**Prerequisites: Movie Production I or EHSPN**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **COMPUTER ANIMATION I or II**

**Course I106**

**.5 Fine Arts OR Practical Arts credit**

**Grades 9-12**

Computer Animation I focuses on learning the basics of creating digital animation. Topics include how to create 2d and 3d models effectively and how to render still images and video. We will use industry standard animation software to create exciting 3d objects and short animations. If you possess a bit of computer savvy and have a passion for animation, this course is for you. In Computer Animation II see your hard work come alive! Employ the basic techniques learned in Computer Animation I to develop your own stories. You will finely tune modeling and animation skills while creating character animations.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

**Students can take this course more than once for credit.**

## **DIGITAL AND GRAPHIC DESIGN**

**Course F090**

**.5 Fine Arts OR Practical Arts credit**

**Grades 9-12**

Using the computer as an artistic medium, you will explore the creative process and create digital artworks. You will be introduced to current computer programs, Photoshop and Illustrator and will experiment with different ways the programs can be used to create digital art. In Photoshop you will learn about pixels, layers, layer masks and other tools. In Illustrator you will learn about vectors, creating custom illustrations, typography, logo development and marketing, and much more.

**Prerequisites: One of the following courses: Art 1 (half or full year), Clay 1, Photography 1, Movie Production 1, Media Communications, Computer Animation I, or Web Design.**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

## **ADVANCED DIGITAL AND GRAPHIC DESIGN**

Course F361

.5 Fine Arts OR Practical Arts credit

Grades 10-12

In this course students will learn advanced digital techniques that will build upon skills and concepts from the Introduction to Digital & Graphic Design course. They will create, investigate, explore and cultivate a personal interest and develop a portfolio that they will work on for the entire semester.

**Prerequisite: Digital & Graphic Design**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

## **PUBLISHING, DESIGN, AND MARKETING**

Course I034

1 Practical Arts credit

Grades 9-12

The Publishing, Design, and Marketing course provides students with experience in all areas of publishing to plan, produce and promote the EHS yearbook. This is a rigorous, deadline-driven course with real-world publishing goals. This course provides students with an introduction to a variety of professional fields, including: publishing; graphic design; photography; editing; marketing communications; sales; and business management. Collectively, students will contribute to the writing, photography and design of a target number of pages each month. Individually, students will be responsible for completing tasks related to their role (for example: Editor-in-Chief, Marketing Director, Business Manager, and Photo Editor). Each student is required to spend time outside of class to cover a variety of events, games and activities both during and after school to document and provide editorial content for the yearbook.

**Students can take this course more than once for credit.**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

## **JEWELRY**

Course I027

.5 Practical Arts credit

Grades 9-12

In this course you will get to work with copper, brass, and real sterling silver to create rings, necklaces, earrings, bracelets, and more. You will work with torches to solder metals together and to make glass beads to include on pieces of your own design. When you take this course for a second or third time you will further the skills developed during your first encounter with these materials and work with Precious Metal Clay (PMC), intricate sawing of sheet metal, chain creation, and other “more advanced” pieces. This course fits nicely with the Visual Arts strand for students involved in the Academy for Visual and Performing Arts (AVPA).

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

## **HOW THINGS WORK**

Course I030

.5 Practical Arts credit

Grades 9-12

Wow - what a class! By manipulating tools and appliances you will learn about how machines can make our lives easier. We will investigate Newton’s Laws of motion and the mechanical advantages of hydraulic jacks, levers, ramps, and gears. How do I wire a house safely? What are the tricks for getting plumbing to NOT leak? How do small engines work (lawn mowers, chainsaws, weed whackers, etc.)? Students will tear apart an appliance and share how it works with the class. We’ll even have an opportunity to use the FabLab equipment (Laser Engraver & 3D printer) on a project that demonstrates some forces learned earlier in the semester. Get your hands into really fun THINGS through this course of hands-on discovery.

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

# **Science**

Philosophy: Scientific literacy is vital for all students to become informed citizens in order to make responsible and ethical decisions about both personal and global issues. The science content area provides many laboratory-based opportunities to achieve scientific literacy through a diverse offering of core and elective courses.

Some course titles include level designations related to the rigor of the course:

- 300 level (also referred to as AP, Honors, or Advanced) courses are designed for students who have demonstrated exceptional ability in the subject matter.
- 200 level courses are designed for students who have demonstrated a high performance record in the subject matter.
- 100 level courses are designed to help students meet course proficiencies and graduation requirements.

So what courses should students take? Three credits of science are required for graduation at Essex High School. College bound students should take a minimum of four years of science.

## **9th and 10th Grades**

Core course placement in Science in 9th and 10th grade is based on student readiness and interests, but does not limit student access to courses in grades 11 and 12. All courses are designed to generate strong science literacy for all students. Earth and Space Science is a prerequisite for Biology, Chemistry, and Physics. Biology is a prerequisite for Life Science Electives.

## **11th and 12th Grades**

Course selection in 11th and 12th grades will depend on the student's career interest and the competitive nature of their college choices. Students in 11th and 12th grades may choose to enroll in more than one Science course to take advantage of the wide variety of science electives.

### **Earth and Space Sciences**

#### **EARTH AND SPACE SCIENCE 100**

**Course Q310            1 Physical Science credit**

**Grade 9**

This is an introductory course designed to provide students with scientific literacy in the earth and space sciences. Topics are explored through inquiry, discussion, projects, lab investigations, research and technology. The course will focus on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its relationship to other planetary bodies. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. Earth and Space Science is a prerequisite for Biology, Chemistry, and Physics.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

#### **EARTH AND SPACE SCIENCE 200**

**Course Q212            1 Physical Science credit**

**Grade 9**

This is an introductory course designed to provide students with scientific literacy in the earth and space sciences. It is an in-depth study building on previous scientific knowledge. Students are expected to be able to work independently. Topics are explored through inquiry, discussion, math applications, projects, lab investigations, research and technology. The course will focus on the study of the Earth's lithosphere, atmosphere, hydrosphere, and its relationship to other planetary bodies. Students enrolled in this course analyze and describe Earth's interconnected systems and how they are changing due to natural processes and human influence. Earth and Space Science is a prerequisite for Biology, Chemistry, and Physics.

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

### **Biological Sciences**

These courses meet students' needs in differentiated ways. Each is a college preparatory, lab-based course that includes life science and human body topics as outlined by the Next Generation Science Standards.

#### **BIOLOGY 100**

**Course Q312            1 Natural Science credit**

**Grades 10-12**

This course introduces the student to biology theories and concepts with class activities, experimentation

and some projects. Topics include scientific method and experimentation, biochemistry, cell structure and function, genetics, ecology, evolution, human body systems.

**Prerequisite: Earth and Space Science 100 or Earth and Space Science 200**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **BIOLOGY 200**

**Course Q210**

**1.5 Natural Science credit**

**Grades 9-12**

Students will engage in a comprehensive study of biology theories and concepts with class activities, experimentation and some projects. Topics include scientific method and experimentation, biochemistry, cell structure and function, genetics, ecology, evolution, human body systems.

**Prerequisite: Completion of or concurrent Earth and Space Science 200**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ADVANCED BIOLOGY**

**Course Q107**

**1.5 Natural Science credit**

**Grades 11-12**

This course is intended for the student who is interested in studying in more depth the major areas covered in the first year course in Biology. This course utilizes inquiry activities, group and individual projects, and class discussions to investigate ideas in biology. Biochemistry, cell biology, evolution, genetics, ecology, and body systems are studied. The course is mostly aligned with the AP Biology curriculum and some students take the AP exam in May. Due to the long-term nature of several units and laboratory investigations, some material that is required for success on the Advanced Placement exam is not covered during class time. To fully prepare for this rigorous exam, interested students are expected to meet outside of class on several occasions during the second semester.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisites: Biology 200 and Chemistry**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Chemistry Sciences**

These courses meet students' needs in differentiated ways. Most students take chemistry as the third of the core sciences after completing biology.

## **CHEMISTRY 100**

**Course Q320**

**1 Physical Science credit**

**Grades 10-12**

This course introduces students to theories and concepts with experimentation and projects. It has been successfully completed by those students who have an interest in chemistry but are thinking of a career outside of the science field, for example fine arts or business. This course provides an excellent foundation in the basic topics of general chemistry, always placing an emphasis on how chemistry relates to daily life. Lectures, demonstrations, videos, computer simulations and traditional hands-on lab activities are used throughout this course. Topics include acids and bases, atomic and molecular structures, chemical bonds, chemical formulas, chemical reactions, classifying matter, gas laws, mole concept, nuclear chemistry, nomenclature, periodic trends, phases of matter, properties of water, and introduction to energy relationships. Basic algebra skills are very important, though this course requires much less computation than Chemistry 200.

**Prerequisites: Earth and Space Science and Biology; Completion of or concurrent Algebra I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **CHEMISTRY 200**

**Course Q220**

**1.5 Physical Science credit**

**Grades 10-12**

This course introduces students to theories and concepts primarily through experimentation. It has been successfully completed by students who desire to have a mathematical-based study and are possibly thinking of a career that would require this information, for example engineering, health, medical fields, environmental or other science related careers. Lectures, demonstrations, videos, computer simulations and traditional hands-on lab activities are used throughout this course. Topics include acids and bases, atomic and molecular structures, chemical bonds, chemical formulas, chemical reactions, classifying matter, gas

laws, mole concept, nuclear chemistry, nomenclature, periodic trends, kinetics and equilibrium, mathematics of chemistry, thermodynamics, and stoichiometry. Strong algebraic math skills are required because many concepts involve processing relevant computations and analyzing lab data.

**Prerequisites: Earth and Space Science; Completion of or concurrent Biology and Algebra II**  
**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP CHEMISTRY**

**Course Q122                      1 Physical Science credit                      Grades 11-12**

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. For some students, this course enables them to undertake second-year work in the chemistry sequence in their first year at college or to register in college courses in other fields where general chemistry is a prerequisite. For other students, the AP Chemistry course fulfills the college laboratory science requirement and frees time for other courses. AP Chemistry is a rigorous curriculum that includes the following topics: atomic theory and atomic structure, chemical bonding, nuclear chemistry, gases, liquids and solids, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermochemistry, and descriptive chemistry. Students are expected to spend a considerable amount of time outside of class to complete assignments.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisite: Chemistry 200**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Physics**

These courses meet students' needs in differentiated ways. Most students take physics as the fourth of the core sciences after completing chemistry.

## **PHYSICS 100**

**Course Q306                      1 Physical Science credit                      Grades 11-12**

This course stimulates higher level cognitive skills by emphasizing the laws of physics as they relate to the everyday world. This course provides opportunities for multiple learning styles via projects and laboratory investigations. First semester topics include motion, Newton's Laws, and energy conservation. Second semester topics include, waves, sound, optics, and electricity. Algebra skills are necessary for success here, but this course demands much less computation than Physics 200. Physics 100 includes traditional hands-on laboratory work and also computer-interfaced laboratories.

**Prerequisite: Earth and Space Science and Algebra I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **PHYSICS 200**

**Course Q211                      1.5 Physical Science credit                      Grades 11-12**

This course covers topics of classical physics. Newtonian mechanics (vector-based), gravitation, conservation of energy, and momentum are covered in the first semester. The second semester covers electrostatics, DC circuits, waves, sound, light, and optics. Demonstrations and videos are used to supplement the lectures and to provide historical background for the laws of physics. Computer simulations, computerized data collection and analysis, and traditional hands-on lab activities are used throughout the course.

**Prerequisites: Earth and Space Science and Algebra II**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP PHYSICS**

**Course Q123                      1 Physical Science credit                      Grades 11-12**

Scientists and engineers are changing the world all of the time. They dream up creative, practical solutions and work with other smart, inspiring people to invent, design, create and discover things that matter. AP Physics is a great foundation course if this sounds interesting to you. The topics covered during the course of the year are mechanics and electricity & magnetism. Methods of calculus will be introduced as appropriate with plenty of assistance available as needed.

**Prerequisites: Physics 200 and completion of or concurrent Calculus**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

## **Science Electives**

### **ANATOMY AND PHYSIOLOGY**

Course Q322

1 Natural Science Credit

Grades 11-12

This course will cover the basic principles of human anatomy and physiology. Topics will include the structure and function of cells, tissues and organ systems of the body, homeostasis and growth and development. Lab work will be an integral part of this course.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisite: Biology**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **BOTANY**

Course Q016

1 Natural Science Credit

Grades 11-12

The year begins and ends outside. In the fall, we will study forest ecology and identify trees; in the spring, our attention turns to the school landscape where we get our hands dirty designing and planting container gardens. The remainder of the year is split between the greenhouse and the classroom. This course covers dendrochronology (the study of tree rings), plant physiology, photosynthesis, plant hormones, transpiration, ethnobotany (society’s uses of plants), plant reproduction, and landscape design. This hands-on, interactive course relies heavily on in-class projects and labs.

**Prerequisite: Biology**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **COMPETITION ROBOTICS**

Course Q337

1 Physical Science credit

Grades 9-12

FIRST Robotics Competition (FRC, firstinspires.org) delivers the excitement of sports “For Inspiration and Recognition of Science and Technology”. This international high school competition challenges students and mentors to work together to build large robots (up to 120 pounds) and compete with them at regional competitions from February to April. Over 90,000 students on 3,600 teams in 27 countries participate each year while learning about exciting technologies, developing skills in fabrication and design, and gaining 21st century expertise in areas including entrepreneurship and collaboration. All skill levels are needed and welcome, including in technical areas like programming, electronics, metalworking, graphic design, and web creation, and non-technical areas like public speaking, videography, and more. This class will make your existing skills better and teach you a few more.

**Students can take this course more than once for credit.**

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **DESIGNING SOLUTIONS TO GLOBAL CHALLENGES**

Course Q230

1 Physical Science Credit

Grades 11-12

Engineering is the application of science to problem solving. Design is the creative expression of knowledge.





## **PLANETARY ASTRONOMY**

**Course Q321**

**.5 Physical Science credit**

**Grades 10-12**

This course offered during Semester 1 explores the amazing and revolutionary discoveries made by astronomers about the cosmos. From our earliest ancestors to the present day, smart and creative people have been making observations and building innovative instruments to better understand the universe we live in. This first semester course will cover naked-eye astronomy, the constellations, the formation of the solar system, gravity and its effects on the planets, the nature of light and how telescopes work, the planets and other bodies in our solar system, and the newly-discovered solar systems beyond our own. This course is independent of Stellar Astronomy & Beyond and can be taken either before or after.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisite: Earth and Space Science**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **STELLAR ASTRONOMY & BEYOND**

**Course Q323**

**.5 Physical Science credit**

**Grades 10-12**

This course offered during Semester 2 explores the amazing and revolutionary discoveries made by astronomers about the cosmos. From our earliest ancestors to the present day, smart and creative people have been making observations and building innovative instruments to better understand the universe we live in. This second semester course will cover the life cycle of our Sun and how it produces its energy, the evolutionary path of other stars, the strange properties of red giants, white dwarfs, neutron stars and black holes, our Milky Way galaxy, dark matter and dark energy, and the history and fate of our universe as we understand it today. This course is independent of Planetary Astronomy and can be taken either before or after.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Prerequisite: Earth and Space Science**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **ROBOTICS**

**Course Q226**

**.5 Physical Science credit**

**Grades 9-12**

Robotics is one of the fastest growing fields of science. It combines engineering and science in a playfully interactive way. Students will design interactive systems that sense the world around them, make decisions, and then perform actions in the world around them. This course is designed for all ability levels, with students having input on the focus and scope of their learning. Student experiences will include laboratory-based project planning, experimentation, design, fabrication, programming, problem solving, teamwork, testing, evaluation, documentation, and presentation.

**Students can take this course to fulfill a STEM Academy endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Social Studies**

Essex High School’s Social Studies teachers recognize the importance of acquiring the knowledge, skills, and understanding of the foundational principles advantageous for students to become active and informed citizens. Social studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. All students should select courses to meet their Social Studies requirements while also thinking about their interests and plans for the future in making selections.

### **Required Courses:**

Selection from 9th Grade Chart	1 credit	9th grade, meets World Studies requirement
United States History	1 credit	typically 10th grade, meets U.S. History requirement
American Government	.5 credit	meets American Government requirement
Social Studies Elective	.5 credit	typically 11th or 12th grade

### **9th Grade Courses**

Incoming 9th graders choose either Grade 9 Honors Humanities or one Single Subject course in English and one in Social Studies.

English	Social Studies
TeamBased Course	
Grade 9 Honors Humanities	
OR Single Subject Courses	
Literacy	Global History Through the Arts
Grade 9 English	9th Grade Modern Global History
Grade 9 Honors English	

### **GRADE 9 HONORS HUMANITIES**

**Course S960      1 World Studies credit, 1 English credit      Grade 9**

This humanities-based, team-based course will meet every day and focus on what it means to be a global citizen. This course is designed for motivated 9th graders who are confident in their reading, writing, and historical analysis skills. Honors Humanities focuses on modern global history and world literature, and it will challenge students to think across disciplines through intensive reading and analysis of literary texts and historical documents. Work includes in-depth writing assignments, and where applicable, discussions of literary and historical context. Emphasis will be placed on helping students make a smooth transition to the high school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **GLOBAL HISTORY THROUGH THE ARTS**

**Course S961      1 World Studies credit, 1 Fine Arts credit      Grade 9**

This yearlong, team-taught course will meet every day and focus on what it means to be a global citizen using History, Literature, and Art as its foundation. Students will examine major events and turning points of world history from the Age of Exploration to the present while investigating the foundational ideas that shaped the modern world. The course encourages students to think across disciplines by reading, writing, thinking, drawing, painting, sculpting and discussing topics from history, art, and literature. Students will study and make connections between history and art (art making and art history). A strong emphasis will be placed on building community, establishing positive learner traits, and helping students make a smooth transition to high school.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **MODERN GLOBAL HISTORY**

**Course S330      1 World Studies credit      Grade 9**

This yearlong course examines the major events and turning points of world history from the Age of Exploration to the present. Students investigate the foundational ideas that shaped the modern world by exploring the social revolutions, economic, and political change that have transformed human history. Students will focus on critical events, people, and turning points during these centuries including exploration, the Renaissance, imperialism, and twentieth-century issues. The course is rigorous and relevant with instruction that integrates critical thinking skills, historical analysis, and content so that students are able to apply their learning to their own lives.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **10th-12th Grade Courses**

#### **U.S. HISTORY**

**Course S215      1 United States History credit      Grades 10-12**

Typically taken in 10th grade, the purpose of this required course is to have students explore the legacy that they have inherited from the historical events in the United States since 1850. To achieve this, students will begin their studies with the rise of sectionalism in America and the resulting period of war and reconstruction. From there students will explore the rise of modern America as a political, cultural, and economic world power. Students will analyze the changing role of government in response to economic problems including

the development of monopolies, the Great Depression, and the turmoil of the 1960s and 70s. Students will explore the social turmoil of the mid-twentieth century and understand its causes and effects on modern America, while also analyzing the role of the U.S. in international affairs from the world wars to the Cold War and modern conflicts. By the end of the course students will demonstrate a greater understanding of the role of America in the world today and the historical legacy of that role.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AMERICAN GOVERNMENT**

**Course S216 .5 American Government credit Grades 10-12**

The goal of this required course is for students to reach an enduring understanding that the American democratic system of government requires an informed citizenry that actively engages in the political process. Toward this end students will examine the foundations of American government; the structure and principles of the Constitution; the Institutions of government; the rights and freedoms provided to citizens; the role of the citizen, interest groups, and political parties in shaping government policy; and the development of domestic and foreign policies.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **THE AMERICAN SPIRIT**

**Course S221 .5 Social Studies credit Grades 10-12**

What does it mean to be an American today? This course is a thematic study of different perspectives of Americans from the 1950s through present day. Using primary sources, fiction and nonfiction, students will learn to be open to the ideas of others while appreciating the reality of historical events through the eyes of people who were there. This is a student-centered course, providing an opportunity for active learning through activities such as debate, interviews, journalism, theatre, community service and projects. Students will leave this course with an appreciation of the diversity of American ideas as well as a better understanding of their own heritage and views.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **CURRENT ISSUES**

**Course S245 .5 Social Studies credit Grades 10-12**

This course is designed as a discussion-based course focusing on local, national and world issues. Throughout the semester students will use current publications, media, and technology to stay informed about the issues facing us today at the local, state, national, and global levels. This course will emphasize the importance of being an involved and informed citizen. Learning will be hands-on and actively changing with an opportunity to learn how to develop, articulate, support, and defend opinions and positions.

**Students can take this course to fulfill a GLP endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **FACING HISTORY AND OURSELVES**

**Course S246 .5 Social Studies credit Grades 10-12**

The goal of this course is to explore and analyze the complex factors contributing to genocides, including the Holocaust. Through rigorous historical analysis combined with the study of human behavior, Facing History's approach heightens students' understanding of racism, religious intolerance, and prejudice; increases students' ability to relate history to their own lives; and promotes greater understanding of their roles and responsibilities in a democracy. Students are equipped to analyze contemporary and past political situations, think critically about ethical responsibility, and respond actively to injustice.

**Students can take this course to fulfill a GLP endorsement requirement.**

**This course is offered every other year opposite Global Military History. Offered 2020-2021.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **GLOBAL MILITARY HISTORY**

**Course S236 .5 Social Studies credit Grades 10-12**

This course will examine the social, political, military, economic, and cultural aspects of warfare. This course is a survey of the changing patterns of warfare, analysis of principal military thinkers, and the evolving

relationship among societies, warfare, and their military institutions. Students examine major and emerging themes in military history, theory, and the study of military affairs, including strategy, tactics, leadership, morality, policies, protests, home front efforts, and technology

**This course is offered every other year opposite Facing History and Ourselves. Offered 2021-2022. Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **INTRODUCTION TO GENDER STUDIES**

**Course S242**

**.5 Social Studies credit**

**Grades 10-12**

This course offers students an in-depth understanding of the critical role gender plays in society. We will examine the cultural and social construction of gender, explore the history, experiences and contributions of women/LGBTQ to society, and learn about the influences of gender on our lives. In this course, we will look at the diverse cultural, historical, and social experiences of women in history as well as a variety of issues facing young women in the world today. We will examine women’s roles and accomplishments in history, literature, politics, art, and music. We will ask critical questions about the portrayal of women in the media and women’s place in politics, and make connections with other cultures. We will also discuss the effects of this portrayal on men. This course will use *The Feminine Mystique*, excerpts from textbooks, internet, speakers, newspapers, and videos. Students will keep a journal of their reflections, questions, and current events. Students will produce a culminating research project based on a relevant topic of their choice. This course will raise your awareness of the status of women in the world today and throughout history.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **INTRODUCTION TO GREAT IDEAS IN PHILOSOPHY**

**Course S009**

**.5 Social Studies credit**

**Grades 10-12**

Students will have the opportunity to explore alternative perspectives on the purpose of our lives. This creative introduction to philosophy and the workings of our minds explores the “great ideas” of history: from Socrates and Lao-Tze to Dewey and Kierkegaard. While focusing on the lives of great thinkers like Buddha and Aristotle, students gain insights into how we live today. Students will explore the nature of change and how our perceptions of reality are altered by our circumstances. Students will actively participate in class discussion through the use of the Socratic Seminar. The two essential questions students will evaluate are “What does it mean to be Human?” and “Who am I?” Students will think deeply about how to lead an ethical and meaningful life.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **INTRODUCTION TO WORLD GEOGRAPHY**

**Course S204**

**.5 Social Studies credit**

**Grades 10-12**

This course offers a study of people, places, and environments at the state, regional, national, and international level by examining both the physical and human geographical world. Using the essential elements of geography, students will learn content and skills that will help them navigate our society and a changing world. Additionally, this course will examine the relationship between geography and other social sciences including economics, political science, history, sociology, and anthropology.

**Students can take this course to fulfill a GLP endorsement requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **WORLD CULTURES**

**Course S213 .5 Social Studies credit Grades 10-12**

Students will concentrate on the cultural, social, political, racial, diversity, and economic traditions around the world to help students become global citizens. We will examine ways in which race and culture intersect with other group identifications such as gender, class, ethnicity, religion, age, sexual orientation and disability. We will focus on understanding the relationships between culture, ethnicity, diversity, and power. We will explore what it means for individuals and institutions to exist in a multi-racial, multicultural world. We will also investigate the forms race and racism have taken in different areas and time periods.

Students can take this course to fulfill a GLP endorsement requirement.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP COMPARATIVE GOVERNMENT & POLITICS**

**Course S141**

**1 Social Studies credit**

**Grades 10-12**

This course will provide students with the tools necessary to develop an understanding of some of the world's political structures and practices. The course will encompass the study both of specific countries and of general concepts used to interpret the key political relationships found in virtually all national politics. Six countries form the core of the course: Great Britain, Russia, China, Mexico, Nigeria and Iran. These nations will be compared across the criteria of power structures, political institutions, citizen participation, political and economic change, and public policy. Students will be exposed to different theoretical and practical frameworks that are the foundations for a variety of different political systems. Special attention will be paid to the interaction of nations across their own boundaries through warfare, diplomacy, trade, intergovernmental organizations, and non-governmental organizations. Students who enroll in this course will prepare for the Advanced Placement Exam in May. Enrollment is open to all who are interested in international comparisons of government & politics and who are willing to work hard to develop an advanced understanding in the discipline.

**Students can take this course to fulfill a GLP endorsement requirement.**

**Prerequisite: American Government or AP U.S. Government & Politics.**

**Search for "courses index" on the EHS web site and choose a class for a link to its proficiencies.**

## **AP MACROECONOMICS**

**Course S736 .5 Social Studies credit Grades 10-12**

This college-level course introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Macroeconomics is equivalent to a one-semester introductory college course in economics. There are no prerequisites for AP Macroeconomics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.

## **AP MICROECONOMICS**

**Course S636**

**.5 Social Studies credit**

**Grades 10-12**

This college-level course introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. AP Microeconomics is equivalent to a one-semester introductory college course in economics. There are no prerequisites for AP Microeconomics. Students should be able to read a college-level textbook and possess basic mathematics and graphing skills.

## **AP U.S. GOVERNMENT & POLITICS**

**Course S140**

**1 American Government credit**

**Grades 10-12**

This course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U. S. politics and the analysis of specific examples. Topics and questions will include the Constitutional underpinnings of U. S. Government, Political Beliefs and Behaviors, Political Parties, Interest Groups and Mass Media, Institutions of National Government, Civil Rights and Civil Liberties and Public Policy.

Students will examine the various institutions, groups, beliefs, and ideas that constitute U.S. politics. A variety of theoretical perspectives and explanations for behaviors and outcomes will be inspected. Particular attention will be given to events and issues locally, statewide, nationally, and worldwide that are of timely importance. Lastly, the goal of this course is to develop the qualities of civic-mindedness, civic intelligence, and civic literacy through application and analysis of content covered. Enrollment is open to all who are interested in current events and issues, politics, and U.S. Government and who are willing to work hard to develop an advanced understanding in the discipline.

**\*\*Special Note: this course meets the American Government requirement for graduation but does not meet the .5 credit Social Studies elective requirement.**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP U.S. HISTORY**

**Course S134**

**1 United States History credit**

**Grades 10-12**

This challenging course is comparable to an introductory college course and requires students to be interested in history and self-motivated. Students will actively engage with material covering pre-Columbian times into the 21st century. Higher order skills including analysis, interpretation, and synthesis, will be necessary for success. Writing will constitute a major portion of assessment, and classes will often be devoted to discussion and other interactive strategies.

This course is designed to prepare students for the College Board Advanced Placement exam. Since the course will be conducted as a seminar, students will be responsible for information covered outside of class. Enrollment is open to all who are interested in the discipline and are willing to work hard and learn. The ability to keep up with extensive reading and writing is required.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **AP WORLD HISTORY:MODERN**

**Course S135**

**1 World Studies credit**

**Grades 10-12**

This course is the equivalent of a one semester college level introductory course and is designed to prepare students for the Advanced Placement World History exam. Students will examine the history of human societies from 1200 C.E. to the present. Students will explore the development of and interactions between the world's cultures in the modern era.

The course will be structured around geographic and chronological patterns, as well as the development of historical thinking skills such as argumentation, contextualization, comparison, causation, and change and continuity over time. Students will delve into multiple perspectives on historical evidence and discuss interpretive issues relevant to historical work. Specific themes will focus on technological advances, gender roles, demographic forces, cultural developments, and political structures. Enrollment is open to all who are interested in the discipline and are willing to work hard and learn. The ability to keep up with extensive reading and writing is required.

Students can take this course to fulfill a GLP endorsement requirement.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **Grade 12 Only**

### **PSYCHOLOGY**

**Course S229**

**.5 Social Studies credit**

**Grade 12**

This course is a survey course of the field of psychology and serves as a valuable basis for college level psychology. Students will learn about many areas in the field, including research methods, genetics and behavior, the brain, states of consciousness, motivation and emotion, personality, personal attraction, stress and mental disorders. Students will have a better understanding of their behavior as well as the behavior of others. Psychology is a useful course for many occupations as well as a good preparation for helping students learn to recognize and cope with problems they will face in the adult world.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **SOCIOLOGY**

**Course S230**

**.5 Social Studies credit**

**Grade 12**

Our present world presents one of the more accelerated and comprehensive eras of social change. All areas of social relationships have been or are being examined or challenged, and in many cases are experiencing new patterns and values. This Grade 12 course attempts to relate these changes to each other and to the past. The primary purpose is to learn about basic sociological patterns, while exploring as many points of view as possible. Students will gain insight into some of the problems in our society and into information about the field of Sociology. This course will also help students to handle situations confronting them as individuals. A basic text is used covering such topics as: Heredity and Environment, Social Adjustment, Goals of Marriage and Family, and Behavior Problems of Children and Youth. Current publications, as well as supplemental books and a variety of films and records are used throughout the course.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **World Languages**

EHS students are required to complete one year of a World Language in order to graduate. Currently most colleges and universities require or highly recommend a multi-year, same-language sequence of study for admission. Consequently many EHS students take multiple years of one or more languages. The languages offered at EHS are French, Spanish, and Japanese.

EHS World Languages courses focus on interpersonal, presentational, and interpretive communication through literature, music, film, media, and the study of cultures related to the target languages.

Students are encouraged to participate in linguistic and cultural exchanges. Students with pre-existing language skills may contact the World Languages office to schedule an appointment with a teacher of that language to discuss proper level of placement for the student.

### **FRENCH I**

**Course G201**

**1 World Language credit**

**Grades 9-12**

This course is an introduction to the French language and the cultures of francophone countries and regions. The course emphasizes practical speaking and listening skills, while introducing basic reading comprehension and writing skills.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

### **FRENCH II**

**Course G204**

**1 World Language credit**

**Grades 9-12**

This course is the foundation for the intermediate and advanced levels of French at Essex High School. Students continue to develop speaking and listening skills, but also develop reading and writing skills. Students continue to study French-speaking cultures through literature, art, music and geography. This course is designed for students who have taken French I in middle school or high school.

**Prerequisite: French I**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **FRENCH III**

**Course G206**

**1 World Language credit**

**Grades 9-12**

In this course, students will continue to develop their interpersonal, presentational and interpretive French language skills. Through readings, film, video, music, and communication with students abroad, students will learn to express themselves at an ever more sophisticated level and achieve a greater understanding of written and spoken French. Students will continue to gain more cultural knowledge through the study of French-speaking cultures and through a comparison of cultures. The course will be conducted almost entirely in French.

**Prerequisite: French II**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **FRENCH IV**

**Course G207**

**1 World Language credit**

**Grades 9-12**

Students will develop French interpersonal, presentational and interpretive language skills through the study of more complex grammatical structures and vocabulary. Students will navigate a variety of resources, including authentic oral and written materials, including correspondence with sister schools abroad, to gain a broader perspective of the French language and French-speaking cultures. This course will be conducted 90% of the time in French.

**Prerequisite: French III**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **ADVANCED FRENCH CONVERSATION AND CULTURE V**

**Course G108**

**1 World Language credit**

**Grades 9-12**

This course is designed for students interested in developing a high level of linguistic and cultural competency. Students will work toward ease of communication and greater cultural knowledge through the study of film, literature, media, and correspondence with VIA Collaborative schools in France, Belgium, and Spain. This course will also focus on professional communication skills and cultural competency as preparation for working in an international environment.

Advanced French Conversation and Culture takes a practical approach for students desiring to apply the French language in everyday life, within and outside of the school setting. This course will be conducted entirely in French.

**Prerequisite: French IV**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **ADVANCED FRENCH CONVERSATION AND CULTURE VI**

**Course G111**

**1 World Language credit**

**Grades 9-12**

In this course designed for students seeking a high level of linguistic and cultural competency, students will have ongoing opportunities to develop and sustain oral and written fluency in French and gain greater cultural knowledge through the study of film, music, literature, and the media, and through our high school's relationship with collaborative schools abroad. Concurrently, this course focuses on practical and professional communication skills and cultural competency as preparation for study, travel, and work in an international environment. This course will be conducted entirely in French.

**Prerequisites: Completion of or concurrent enrollment in Advanced French Conversation and Culture V**

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.

### **JAPANESE I**

**Course G229**

**1 World Language credit**

**Grades 9-12**

This course emphasizes conversation and cultural information necessary to communicate in this non-Western language. Students master two new alphabets: Hiragana and Katakana. Students are encouraged to take two years of Japanese at the high school.

Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.



## **JAPANESE II**

**Course G230**

**1 World Language credit**

**Grades 9-12**

This course continues language development in the skills of listening, speaking, reading and writing in Japanese. There is expanded cultural study and use of language in the classroom. Students master up to 200 Kanji.

**Prerequisite: Japanese I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SPANISH I**

**Course G217**

**1 World Language credit**

**Grades 9-12**

This course is an introduction to the Spanish language and culture. The course emphasizes speaking and listening comprehension, basic reading comprehension, and basic writing skills. Spanish I is a proficiency-based course. Students have the opportunity to move at their own pace by demonstrating understanding and skills required to reach each of the eight milestones of the course. Credit is granted based on the number of milestones successfully completed throughout the year. Students may also have the option to continue to Spanish II material at any point during the course after demonstrating understanding of all Spanish I milestones.

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SPANISH II**

**Course G219**

**1 World Language credit**

**Grades 9-12**

In this course, students create the foundation for the intermediate and advanced levels of Spanish at Essex High School. Students will continue to develop speaking, listening, reading and writing skills. Students will study Spanish-speaking cultures through readings, art, music and geography. Spanish II is a proficiency-based course. Students have the opportunity to move at their own pace by demonstrating understanding and skills required to reach each of the eight milestones of the course.

Credit is granted based on the number of milestones successfully completed throughout the year. Students may also have the option to continue to Spanish III material at any point during the course after demonstrating understanding of all Spanish II milestones. By the end of the year, students are expected to use Spanish 75% of the time.

**Prerequisite: Spanish I**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SPANISH III**

**Course G221**

**1 World Language credit**

**Grades 9-12**

In this course, the student will maintain and develop listening and speaking skills, with increased emphasis on reading and writing. The introduction of more advanced grammar and vocabulary will equip students with the tools to express themselves at a more sophisticated level. Students will continue to study Spanish-speaking cultures through readings, media, music and film. This course will be conducted at least 75% of the time in Spanish.

**Prerequisite: Spanish II**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

## **SPANISH IV**

**Course G222**

**1 World Language credit**

**Grades 9-12**

In this course, students will maintain and develop listening and speaking skills, and will develop more advanced reading and writing skills through the study of more complex grammatical structures and vocabulary. Students will focus on the reading of selected literary works. The study of cultures will give students a broad perspective of Hispanic peoples throughout the world. This course will be conducted 90% of the time in Spanish.

**Prerequisite: Spanish III**

**Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

**SPANISH V****Course G104****1 World Language credit****Grades 9-12**

In this advanced language course, students will review grammar and be introduced to new, more complex grammatical structures. Conversation will be expanded to incorporate the three communicative modes: interpersonal, presentational, and interpretive. Students will explore Hispanic and Spanish literature and culture, both present and past, through literature and film. This course will be conducted entirely in Spanish.

**Prerequisite: Spanish IV****Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.****AP SPANISH LANGUAGE VI****Course G105****1 World Language credit****Grades 9-12**

This course will help students continue to develop more advanced proficiency across the three communicative modes: interpersonal, presentational and interpretive. Language skills will become more refined and will emphasize more sophisticated oral and written expression, as well as linguistic accuracy and fluency.

Authentic sources, including literature representing Hispanic and Spanish authors, printed text, and audio material, will serve as the basis for the course and will incorporate historical, political and contemporary perspectives. The course is compatible with a fifth or sixth semester college course and will prepare students to take the Advanced Placement exam in May. This course will be conducted entirely in Spanish.

**Prerequisite: Recommendation of previous Spanish teacher****Search for “courses index” on the EHS web site and choose a class for a link to its proficiencies.**

# CTE Embedded/Integrated Credits

## EHS 2022-2022

11th and 12th grade only except where noted

Find course descriptions and other information at [www.ewsd.org/cte](http://www.ewsd.org/cte)

PROGRAM	MATH	PHYS. or NAT. SCIENCE	SOCIAL STUDIES	FINE ARTS	ENGLISH	PRAC. ARTS	OTHER
Automotive Tech	1	1 PS				0.5	Computer Apps .5
Automotive Tech 2	1	1 PS					
Building Tech: Residential	1	1 PS				0.5	
Building Systems	1	1 PS					
Childhood Education/HS			1		1	0.5	Computer Apps .5
Childhood Education/HS 2			1		1		
Computer Animation				1	1	0.5	Computer Apps .5
Computer Animation 2		1 PS		1	1		
Computer Systems Technology	1	1 PS				0.5	Computer Apps .5
Computer Systems Technology 2	1	1 PS					
Cosmetology	1	1 NS			1	0.5	Computer Apps .5
Cosmetology 2	1	1 NS			1		
Dental Assisting	1	1 PS or NS				0.5	
Dental Assisting 2	1	1 PS or NS					
Design & Creative Media	1			1	1	0.5	Computer Apps .5
Design & Creative Media 2	1			1			
Engineering/Arch. Design	1			1		0.5	Computer Apps .5
Engineering/Arch. Design 2	1			1			
Health Informatics	1	1 PS			1	0.5	Computer Apps .5
Natural Resources - Forestry	1	1 PS or NS				0.5	
Natural Resources - Mechanical	1	1 PS or NS				0.5	
Professional Foods	1	1 NS				0.5	
Professional Foods 2	1	1 NS					
9th or 10th Pre-Tech Foundations: Intro to Auto OR Intro to Engineering				.5		.5	.5 Elective .5 Elective
10th Pre-Tech: 6 credits	1	1 NS		1	1		1 P.E. , 1 Elective

Students earn a minimum of six credits for full day participation and may earn an additional credit for community service, cooperative education and companion courses outside of technical center hours.