

BURLINGTON HIGH SCHOOL PROFILE

2010-2011 SCHOOL INFORMATION

The **Opportunities in Education** Program of Studies describes the courses and programs available at Burlington High School. We ask students to consider future goals, make challenging selections, and undertake a reasonable academic load in deciding with their parents and guardians on the mixture of required and elective courses they will take in the coming year. Teachers and guidance counselors will help students make decisions about which courses will best meet student interests and needs. Please contact us if you have any questions.

Principal: Amy Mellencamp

Assistant Principals: Beth Giese, Brian Williams, Herb Perez

Director of Guidance: Patty Wesley

School Counselors: Yvette Amblo-Bose, Erin Dufault, Sean Padden, Larissa Urban

Registrar: Colleen McSweeney

Administrative Assistant: Heather Sienkiewicz

Telephone Numbers:

High School Main Office: 864-8410

Principal's Office: 864-8411

Guidance Office: 864-8581

Grade/Attendance Office: 864-8409

Website: <http://bhs.bsdrv.org>

BURLINGTON COMMUNITY

Burlington High School is located in Burlington, Vermont. With a population of approximately 39,000, Burlington is the largest and most diverse city in the State of Vermont. It sits in a unique picturesque location on the eastern shore of Lake Champlain, between the Green Mountains and the Adirondacks.

BURLINGTON HIGH SCHOOL

Burlington High School offers a comprehensive and challenging college preparatory program with an emphasis on academic excellence and intellectual curiosity. The mission of the school encourages students to be independent, motivated, and socially responsible. Students will model personal and social responsibility; respect and appreciate the diverse cultures, values, and abilities of all members; prepare for life-long learning; encourage scholarship; and make a positive contribution to the world beyond BHS.

Due to Burlington's designation as a refugee resettlement center, students from all over the world interact with native Vermont students who themselves come from a broad range of socio-economic backgrounds. The result is a high school population of 1,125 that is uniquely and interestingly diverse, an urban school in the midst of one of the country's smallest and most rural states.

All Burlington High School students are required to complete 10 hours of community service each year as part

of the charge "to educate and inspire students to influence and shape the future." Students also engage in a broad range of co-curricular activities including a recognized drama program, competitive sports teams, and literary, recreational and arts clubs and programs.

FACULTY AND ACCREDITATION

Burlington High School is accredited by the New England Association of Secondary Schools and Colleges and the Vermont Department of Education. Among its professional faculty and staff of 105, most have pursued graduate study, and nearly 78% hold a Master's Degree or higher. Faculty members are active in regional and national professional organizations.

CURRICULUM

Over 180 course offerings, primarily college preparatory or honors classes, are available in twelve disciplines.

- Honors level courses in each discipline are designated by an asterisk (*) on student transcripts. Grades are *unweighted*.
- Advanced Placement courses are offered in Biology, Calculus, Chemistry, English Literature and Composition, French, Latin, Music Theory, Spanish, Statistics, Studio Art, U.S. Government and Politics, U.S. History, and World History.
- Qualified students may enroll concurrently in college and university courses.
- Support classes for the more than 108 students learning English for Speakers of Other Languages and for students with learning challenges are also available.
- Students may earn credit through community learning, workplace internships, and teacher aide programs as well as through reading, remedial skills, and individual services programs such as ASPIRE and the Student Support Center.
- The Burlington Technical Center, located on the BHS campus, and the nearby Center for Technology in Essex, offer rigorous career pathway classes resulting in dual enrollment with high school and college credit and industry certifications. 34% of Burlington High School juniors and seniors attend technical center classes.

POST-SECONDARY PLANS

Burlington High School provides comprehensive college and career readiness programming, coursework, and counseling to support the variety of post-secondary aspirations of students. Approximately 80% of BHS seniors go on to two-year or four-year colleges and universities.

	Class of 2006	2007	2008	2009
Four-year Colleges	66%	66%	66%	61%
Two-year Colleges	13%	19%	18%	18%
Military	1%	1%	1%	1%
Full-Time Employment	16%	9%	11%	16%
Other	4%	5%	4%	4%

BHS Requires 24 Credits to Graduate

English (4.0 Credits Required)
 English 9, Elements, *Narrative Patterns**; English 10, Lit/Wr/Sp, *Genre**; American Literature 11, Traditions, *Seminar**; English 12, Adv Comp, Cinema Studies, Creative Writing, Modern Lit, Poetry, Speech, World Lit, *Chaucer/Shakespeare**, **AP Literature and Composition***

Science/Tech. (3.0 Credits Req.)
 Biology, Biology 1, *Honors Bio**; Chemistry, Chemistry 1, *Honors Chem**; Physics, Physics 1, *Honors Physics**; Tech Ed 1, II, Topics in Tech, Photography; Environmental Science, *Physics 2**, **AP Biology***, **AP Chemistry***

History (3.0 Credits Required)
 9th Civics/World Soc, Civics/World Soc I, *Civics/World Soc Honors**; 10th World/US, World/US I, *Honors World/US**; 20th Century, 20th Cent I, *20th Cent Honors**, **AP US History***; Anthropology, Economics, History/Movies, Psychology, Public Issues, **AP US Government***, **AP World History***

Mathematics (3.0 Credits Req.)
 Elements/Math, Pre-Algebra, Algebra I, Geometry, *Geometry Honors**, Algebra II, *Algebra II Honors**, PreCalculus, *Honors PreCal**, Trig/Discrete, Applied Personal Math, *AP Statistics**, *Calculus**, **AP Calculus***

World Lang. (2.0 Credits Req.)
 French I-V, **AP French***
 Spanish I-V, **AP Spanish***
 Chinese I-V; German I-IV
 Latin I-IV, **AP Vergil***

Art/Music (1.0 Credit Required)
 Art 1, *Art 2 and 3**; Metals in Art, Clay; Band, Chorus, Strings, Jazz Band, Madrigals, Music Explorations, **AP Elementary Harmony***; *Advanced Harmony**

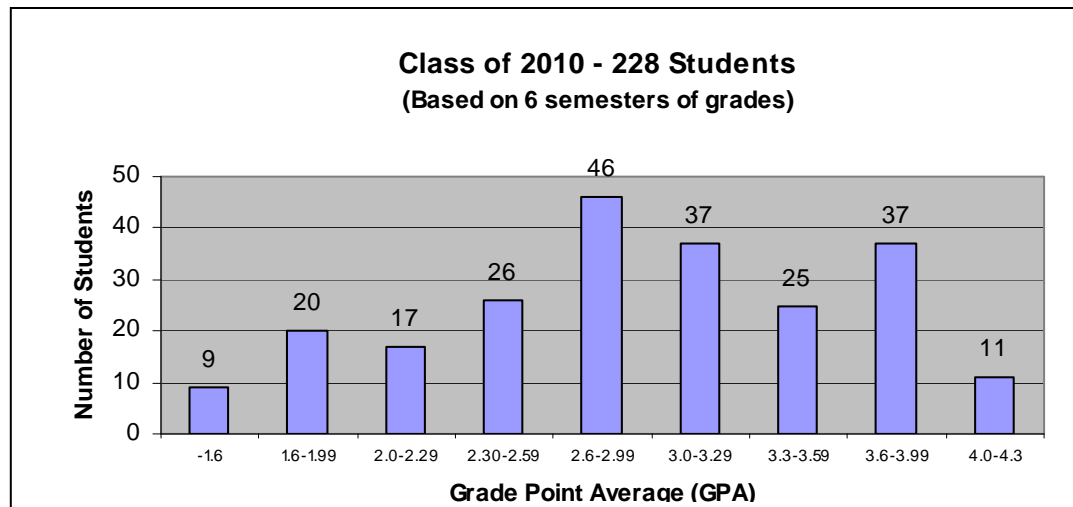
P. Ed/Health (2.0 Credits Req.)
 PE 9/10, Movement, Adv PE, Sp Cond, Team Sp, Health, Int Foods

Business/Tech. (1.0 Credits Req.)
 Computer Lit, Career Explorations
 Business Law, 21st Cent Bus Applications, Marketing, Personal Finance, Accounting 1-11

Specialized Courses (1-4 Credits)
 ELL: Reading, English, Science, Social Studies, Math; Teachers Aide, Peer Tutoring, Internships

Burlington Technical Center (Elective 11-12th Grade Credits)
 Aviation, Computers, Criminal Justice, Culinary, Engin./Arch, Design Illus./**AP Studio Art***, Sports Medicine, Human Services, Auto Body, Auto Tech, Welding, Electronic Recording Arts
**Honors Courses*

Grading System/Points UNWEIGHTED			Percentile Distribution Class 2010 # St. GPA			Honors Distinctions Class 2010 # St. GPA			ACT/SAT/AP Results 2008-2009	
A+	97-100	4.333	Top 10%	23	3.889+	<i>Summa cum laude</i>			ACT Composite Score	
A	93-96	4.000	Top 20%	46	3.619+	1 4.1-4.33			24.2	
A-	90-92	3.666	Top 30%	70	3.333+	<i>Magna cum laude</i>			94 Students	
B+	87-89	3.333	Top 40%	92	3.182+	29 3.8-4.09			SAT Mean Scores	
B	83-86	3.000	Top 50%	115	2.938+	<i>Cum laude</i>			Reading 548	
B-	80-82	2.666	Top 60%	138	2.762+	24 3.5-3.79			Mathematics 547	
C+	77-79	2.333	Top 70%	161	2.555+	<i>National Merit Program</i> # Finalists/Commended			Writing 529	
C	73-76	2.000	Top 80%	184	2.298+				137 Students	
C-	70-72	1.666	Top 90%	207	1.946+	2009 3 12			AP - 13 Tests	
D+	67-69	1.333	Mean GPA = 2.928			2008 3 6			79% scores 3 or higher	
D	63-66	1.000	Number of Students Ranked - 228			2007 2 5			123 Students/233 Tests	
D-	60-62	0.666				2006 2 4			<i>AP Tests Required</i>	
F	0-59	0.000								



CLASS of 2009 COLLEGE ACCEPTANCES

Alfred University	Dartmouth College	Lewis & Clark Coll.	Rice University	U of Delaware
American Int Coll.	Daton State Coll.	Lyndon State Coll.	Rochester Inst Tech	U of Denver
American U	Drew University	Lynn University	Roger Williams U.	U of Illinois
Anna Marie College	Drexel University	Marist University	San Diego Mesa	U of Maine
Arcadia University	Dutches Comm Coll	Marlboro College	Santa Fe College	U of Maryland
Bard College	E. Carolina U	Marquette U	Santa Monica Coll.	U of Mass Amh
Bay State College	Edison State Coll.	Md. Inst. Coll. Art	Sch Mus Fine Arts	U of Mass Boston
Becker College	Elmira College	Marymont Manht.	Seton Hall U.	U of Miami
Beloit College	Elmiron College	McDaniel College	Siena College	U of Michigan
Bentley College	Elon University	McGill University	Simmons College	U of Nevada
Boston College	Emmanuel College	Middlebury College	Smith College	U of New England
Boston University	Eugene Lang Coll.	Monmouth U.	Southern N.H. U.	U New Hampshire
Bowdoin College	Fisher College	Montana State U.	Southern VT Coll.	U of New Haven
Brown University	Fordham University	Montana State-Boz	Springfield College	U of New Mexico
Bryant University	Georgetown U.	Moravian College	St. Joseph's U.	UNC Charlotte
Carleton College	Gettysburg College	Muhlenberg College	St. Lawrence U.	U of North Dakota
Carnegie-Mellon	Gonzaga University	Nevada State U.	St. Mary's College	U of Pittsburgh
Castleton State Coll.	Greensboro College	New England Coll.	St. Michael's Coll.	U of Puget Sound
Champlain College	Grinnell College	New Englnd Inst-Art	Stonehill College	U of Rochester
City Coll. San Franc	Guilford College	New York U.	Suffolk University	U of S. Florida
Clarkson University	Hamilton College	Nichols College	SUNY Potsdam	U of South. Maine
Clemons University	Hawaii-Pacific Coll.	Northeastern U.	SUNY Stony Brook	U of Vermont
Clinton Community	Hofstra University	Norwich University	Swarthmore College	U of Wisconsin
Colby-Sawyer Coll.	Indiana U-Bloom.	Notre Dame U.	Syracuse University	Utica College
Colgate University	Iona College	Pace University	Thomas College	Vassar College
Coll. of Charleston	Ithaca College	Palm Beach Comm.	Tufts University	Vermont Tech
Coll. of S. Nevada	Johnson & Wales	Parsons School Des	Tulane University	Villanova U
Coll. of Will/Mary	Johnson State Coll.	Philadelphia U	Union College	Virginia Tech
Colorado State U.	Keene State Coll.	Piedmont College	Universal Tech. I.	Washington
Columbia Coll Chic	Kenyon College	Plattsburgh State	U of Cal. Davis	Wentworth Inst.
Comm. Coll. of VT	Lake Forest Coll.	Pratt Institute	U of Cal. Santa Bar	Wesleyan U.
Comm. Coll. Tampa	Lafayette College	Providence College	U of Chicago	Western N.E. Coll.
Cooper Union	Landmark Coll.	Purdue University	U of Colorado Boul	Westminster Chr
Cornell University	Loyola College	Quinnipiac U.	U Colorado ColSpr	Williams College
Curry College	Lehigh University	Rhode Is Sch Design	U of Connecticut	Wyoming Tech I.

GENERAL INFORMATION

GRADUATION REQUIREMENTS

BHS students take a minimum of 24 required and elective courses to meet school-wide *Learning Expectations*:

- Read fluently and with understanding
- Write effectively for a variety of purposes
- Reason and solve problems effectively
- Demonstrate respect, honesty, and courtesy through ethical behavior
- Demonstrate good citizenship

Specifically, *the BHS Graduate will be able to:*

- Construct and interpret the English language in a variety of situations and texts;
- Analyze problems and the role of citizens using perspectives that reflect the differences among cultures and peoples;
- Use a variety of mathematical methods and appropriate technology to solve problems and function confidently in a mathematically sophisticated world;
- Understand and apply scientific and technology concepts to explain and demonstrate an understanding of the world;
- Understand and communicate in at least one language in addition to English;
- Demonstrate an understanding of cultural and aesthetic differences in a variety of art forms;
- Meet the demands of the changing employment market by demonstrating skills and knowledge in career preparation and computer literacy;
- Accept responsibility for personal fitness by demonstrating the relationship between nutrition, physical activity, and personal lifestyles in determining health and life choices.

The 24 credit requirements are as follows:

English	4 credits
Social Studies	3 credits
Mathematics (<i>including Algebra</i>)	3 credits
Science	3 credits
Physical Education	1½ credits
Health	½ credit
Careers / Computer Literacy	½ / ½ credit
Fine Arts	1 credit
World Language (<i>Stage 1 Proficiency</i>)	1-2 credits
Electives	5-6 credits

LEVELING OF CLASS SECTIONS

At Burlington High School those courses which have multiple sections may be leveled. Leveling is the effort to group students whose demonstrated achievement and abilities are relatively comparable. While the overall curriculum stays the same, the delivery of instruction and the amount of outside and independent work vary.

Most BHS students take challenging *College Preparatory* courses. Because about 80% of students immediately go on to post-secondary study, students must be prepared for college-level work. Some students take *Foundations* courses that provide additional support for reading and writing skills while learning the curriculum. Some students choose to take *Honors* courses that proceed at a fast pace and require more in-depth and independent inquiry. Juniors and seniors who are ready for college level study and wish to prepare for an AP exam may take *Advanced Placement* courses.

In a recent study of course placement at BHS, 87% of all students took a mixture of leveled courses depending on their interests and strengths. Some students, for instance, decided to challenge themselves in Science rather than in English, while other students challenged themselves in English rather than Science.

Teachers familiar with student achievement levels, including middle school teachers, will make a recommendation for placement in the next sequential course. Student and parent requests may be made in consultation with the student's Guidance Counselor.

MIDDLE SCHOOL CREDITS

Middle school Algebra and World Language credits do not count towards graduation credit requirements.

PROMOTION POLICY

The credit requirements for promotion are as follows:

- 11th Grade to 12th Grade, 18 credits
- 10th Grade to 11th Grade, 12 credits (2 in English)
- 9th Grade to 10th Grade, 6 credits (1 in English)

It is the student's responsibility to know the graduation requirements, monitor progress in meeting them, and assure that all academic records are accurate and complete. Counselors are available to assist students to plan a program of studies and interpret their records.

CORE CURRICULUM - GRADES 9 AND 10

English - 2 Credits
 Civics & World Societies and World/U.S. Studies - 2 Credits
 Biology and Chemistry - 2 Credits
 Algebra and Geometry - 2 Credits
 Physical Education and Health - 2 Credits
 World Language - 1-2 Credits (Stage I Proficiency)
 Careers and Computer Literacy - 1 Credit
 Music or Art - 1 Credit

Goal: Complete core requirements and gain foundational knowledge in a variety of subject areas

At least 12 credits by the End of 10th Grade

FOCUSED CURRICULUM - GRADES 11 AND 12

English - 2 Credits
 20th Century World Studies - 1 Credit
 Physics or Technology Education - 1Credit
 Algebra II or Applied Personal Math - 1 Credit
 Fine Arts, World Languages, Business, BTC, and other
 Electives - 5+ Credits

Goal: Focus studies in areas of high interest to prepare for post-secondary studies and employment

At Least 12 More Credits by the End of 12th Grade

BHS CREDIT FOR BTC COURSES

Students who complete two years of a Burlington Technical Center program may be granted one embedded credit toward Burlington High School graduation requirements in English, fine arts, math, science, or social studies, depending on the program. Courses that count toward distribution credits for graduation are indicated by bracketed codes as follows:

[EN] English
[SS] Social Sciences
[GW] Global Studies or World History
[US] United States History
[MA] Mathematics
[SC] Sciences
[FA] Fine Arts
[HE] Health
[PE] Physical Education

BHS RESIDENCY REQUIREMENT

Prospective students of Burlington High School must provide evidence that they are residents of Burlington in order to enroll in the school. Eligibility is normally determined at the time that a student registers at BHS. A student transferring from BHS, and not returning before graduation, will be eligible to receive a BHS diploma with prior approval in writing by the BHS Director of Guidance.

RE-ADMISSION POLICY

Students over the age of 16 who have left school are encouraged to consider all options in planning their futures. ***Students planning to return to Burlington High School must meet with an Assistant Principal to develop a re-entry plan.*** The re-entry plan outlines a mutually agreed-upon program designed to help the student succeed in school. The re-entry plan may involve completion of summer school or night school classes, gainful employment, High School Completion Program classes, or involvement in another preparation activity. In order to return to school in September, a student must complete a re-entry plan by September 1. Students who are re-enrolling have two weeks after school begins to start school. After two weeks, BHS reserves the right not to accept returning students until the next semester. ***Since most courses are a year in length, students who choose to re-enter school at the mid-year will have limited course selection options.***

COURSE CREDIT LOAD

All freshmen are required to be fully scheduled for eight blocks with courses and study halls. Most sophomores and juniors also carry a full schedule. *Seniors must carry a minimum of five courses*, or the equivalent, each academic semester.

REPEATED CLASSES

A student may take a course again that has already been passed. The student must fulfill all course requirements. The course will be recorded on the transcript and a grade

given. Only the higher grade will be credited and count in determining grade point average. (Note: some courses may be made up in summer school and night school. Read section under "Night School and Summer School" for guidelines.)

PASS/FAIL GRADING

A student wishing to take a course for pass/fail must complete the arrangements before the end of the first quarter. The pass/fail option may impact eligibility for the honor roll. Arrangements for this grading option should be made through the Guidance Department.

EARLY GRADUATION

Students who qualify may apply to graduate earlier than the regular four-year high school sequence. In order to graduate early, the student should complete and submit an application form to the guidance office during the semester prior to the semester of graduation. Early graduation students must meet all regular graduation requirements for total credits and distribution of credits. Students who graduate early are not eligible for graduation awards.

INDEPENDENT STUDY

Occasionally a student may apply for independent study. The student will meet with a teacher advisor to set up objectives, determine the documentation needed to show that those objectives were met, and to indicate what procedure will be used for evaluation. The student must also seek approval from the department's administrative liaison. A contract stating the topic to be studied, a schedule of conferences, method of evaluation, grading and awarding of credit will be determined prior to the acceptance into this program.

TAKING COLLEGE COURSES FOR HIGH SCHOOL CREDIT

BHS students may enroll in campus based or on-line college courses for high school credit. College credits may be converted to BHS credit providing the course has been approved in advance by the Guidance Director. A three-hour, one semester college course will earn 1/2 BHS credit. BHS students may also attend summer college programs intended for high school students.

RECEIVING CREDIT FROM OTHER PROGRAMS

Students involved in alternative programs conducted through other agencies may receive credit toward graduation. Courses offered by the other programs must be approved in advance by the BHS Director of Guidance.

NIGHT SCHOOL AND SUMMER SCHOOL

BHS students may choose to enroll in BHS night school or summer school courses for personal enrichment (no credit) or for credit toward a high school diploma according to the following guidelines. At the student's

request, night school and summer school courses taken for credit will be recorded on the student's transcript.

1. A BHS student who completes graduation requirements through night school or summer school must meet all regular high school graduation requirements (distribution courses and electives) as well as BHS residence requirements.
2. BHS students may repeat failed courses by completing summer school/night school courses. To make up a course failed, a BHS student may potentially earn one (1) full credit by completing a summer/night school course if the student has maintained enrollment in the failed course to the end of the regular school year. (*Only one English course may be repeated in summer school/ night school.*) It is recommended that students consult with their Guidance counselor prior to registering for night or summer school courses for credit.
3. Fee waivers may be granted to BHS students enrolled in required graduation courses (not electives) in either night school or summer school providing the Director of Adult Education has determined there is sufficient paying enrollment to offer these classes, and the student meets the appropriate guidelines for financial aid.

VIRTUAL HIGH SCHOOL

Students may earn high school credit for Virtual High School courses. See page 38 for a description of this program.

POLICY ON ADULT ENROLLMENT IN DAY SCHOOL

It shall be the policy of the Burlington School System to permit the enrollment of adults in regular high school courses subject to the following conditions:

Diploma Program

1. Applicants must not have obtained a high school diploma or its equivalent.
2. Attendance, performance and discipline criteria will be identical to those applied to regular high school students, including maintenance of a minimum course load of five (5) credits.
3. Enrollment in a diploma program will be tuition-free for Burlington residents.

Post-Graduate Program

1. Adults who are residents of the Burlington School District and graduates of an approved high school may enroll in day courses on a post-graduate basis at the established tuition rate.
2. Adults who are residents of a school district, which is served by the Burlington Technical Center, may enroll in a technical course consistent with Board Policy. Information regarding technical programs may be obtained by calling 864-8426.

3. All other adults may enroll in day courses at a tuition rate established by the Continuing Education Office (864-8436)
4. All post-graduate BHS enrollments shall be contingent upon availability of space as determined by the Burlington High School Principal.
5. The same attendance, performance, and discipline criteria that apply to regular students will govern post-graduate students. Post-graduate students who leave school will not have their tuition refunded.
6. For the purpose of this policy, residency shall be determined by the maintenance of a fixed and permanent domicile within the school district continuously for six months prior to the date of application for enrollment. Proof of residency shall be the responsibility of the applicant and not of the Burlington School District.

ELIGIBILITY FOR SPORTS

All ninth, tenth, and eleventh graders must carry a minimum of six (6) courses. Twelfth graders must carry a minimum of five (5) scheduled classes or other assignments. In addition to these course requirements, students must have passed four (4) courses and not failed more than one (1) course during the preceding quarter in order to be eligible for participation in the extracurricular program. **Only quarter grades will be used in determining eligibility. FOURTH QUARTER GRADES from the previous school year will be used in deciding first quarter (fall season) eligibility.** Summer school and night school grades may be used to determine eligibility. Please contact the Athletic Office for further information.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

Students who aspire to practice, compete, and/or receive athletic scholarship as a freshman in college at the Division I or II level are required by the **National Collegiate Athletic-Association (NCAA)** to graduate from high school, take and receive high scores on the SAT or the ACT, and earn a "Core GPA" score for NCAA approved high school courses. *Any student-athlete who is aspiring to play college Division I or II athletics should obtain a copy of the "NCAA Guide for the College-Bound Athlete" in the Guidance Office.*

SCHEDULING AND MAKING COURSE SELECTIONS

It is essential that students choose courses carefully. Students select courses in February for the upcoming school year. This selection process involves middle and high school teachers recommending appropriate core courses for students in the areas of English, math, science, social studies and foreign language. Additionally, students choose required and elective courses of interest to them to round out their schedules. Since classes fill quickly and it is difficult or impossible to change requests later, it is important that students carefully choose their courses.

Students and/or parents may meet with guidance counselors in February and March to discuss an

academic program and its impact on post-secondary plans. Under normal circumstances, with budget approval in March, students receive preliminary schedules in May and have *until the close of the school year to make corrections and adjustments*. Finalized schedules will be mailed in August, and students must follow that schedule for the first week of school. Limited schedule changes and/or corrections can be made during the one-week add-drop period after Labor Day.

SCHOOL CHOICE

Students may be able to attend another area high school instead of Burlington High School. Students who are interested in attending South Burlington, Colchester or Champlain Valley Union High Schools must apply in

writing by **February 1** of the year preceding their desired entrance to their home school's Guidance Director. The deadline for students interested in Winooski High School is **May 1**. Depending on the number of students who apply, a lottery may be put into effect to accommodate student interest. Spots remaining will be filled on a "first come, first served" basis. The intent of School Choice is to increase student options without causing undue hardships on high schools. Most area high schools have limited space due to increased enrollments, limited building space, and financial pressures and cannot accommodate additional students. Each year, the Superintendents of the area school districts will review and refine as needed policies and procedures regarding school choice.

STUDENT SERVICES

GUIDANCE and COUNSELING

The Burlington High School Guidance Department provides academic planning, personal counseling, consultation, college planning, career awareness, and prevention education to students and families. Students are assigned a counselor alphabetically according to their last name. This allows for students to have the same counselor for all four years. Please consult the Guidance Office for questions regarding courses and course placement by calling 864-8581. Seniors who want to apply to colleges and need recommendations and transcripts should be in close consultation with their Guidance Counselors throughout the Fall.

EDUCATIONAL SUPPORT TEAM

The purpose of the Educational Support Team (as required by Acts 117 and 230) is to ensure that all Burlington students are provided with appropriate educational experiences with the goal of providing for their continuing growth and development, and preparation for independence and productivity as community members. More information about the implementation of Acts 117 and 230 is available from the Principal's office.

STUDENTS WITH DISABILITIES OR HANDICAPS

Federal legislation requires that all children with disabilities or handicaps, birth through age 21, receive a free and appropriate public education. Burlington High School wants to locate all children who are disabled or handicapped and who are not presently receiving special education services. Requests for services can be made by calling the Special Education Office at 864-8418.

OTHER STUDENT SERVICES

BHS has a *Student Assistance Program* through which students can access drug, alcohol and tobacco counseling services. A Social Worker also supports student success by working with students and families on issues relating to school attendance and performance.

The *Alternative Day Program* coordinates a summer transition program for incoming 9th grade students, progress reports on student performance for parents, in-school suspension study, and diversity programming.

HOMEWORK SUPPORT CENTER

Students may receive support for completing homework and other course assignments in the after-school Homework Support Center located in the BHS Library. Students who are behind in coursework may be referred by teachers to the Center in order to catch up on assignments. Tutors and the Open Access Computer Lab are available to help students understand and complete their work. A Writing Center tutor provides specific support with written assignments.

CAREER DEVELOPMENT CENTER (CDC)

The Career Development Center, a program of the Burlington School District's *Linking Learning to Life* school-to-work program, assists the Guidance Office in providing career awareness and career counseling services. Students looking for job shadow experiences, internships, and employment should consult with CDC staff. CDC also coordinates the *College Connections* program described below whereby students can receive dual high school and college credit for up to two courses.

LIBRARY

The BHS Library supports student academic performance with: carefully selected print and on-line resources to support research needs at a variety of reading levels; before and after school hours for homework, tutoring, and research assistance; an Open Access Computer Lab for students to research and complete academic assignments and access technology resources; coordination with classroom teachers to embed library skills within the high school curriculum; a variety of recreational reading materials including English language learner resources; and resources to support Burlington Technical Center programs and students.

OTHER SCHOOL PROGRAMS

SHADES OF EBONY

Eligible BHS students may enroll in Shades of Ebony for additional academic and support services. Staffed by University of Vermont student tutors and staff members from BHS, students receive formal after-school tutoring in order to meet academic learning expectations. Students also receive college-readiness services including visits to college campuses and VSAC. Parent involvement is required. For further information, contact the Alternative Day Program or guidance counselors.

COLLEGE CONNECTIONS

BHS juniors and seniors have the opportunity to participate in the College Connections program and take college-level courses for both high school and college credit at the Community College of Vermont, the University of Vermont and other area post-secondary institutions. Students who may be the first in their families to attend college or who are unsure that they are interested in college have preference in securing tuition assistance for this program. Interested students may find out more by going to the Career Development Center or through their guidance counselor.

WORKPLACE INTERNSHIP

The internship program is an opportunity for students to experience potential careers. It is designed to provide hands-on learning in Burlington's workplace community. Interested students should contact the Career Development Center or their guidance counselor.

THE ONTOP PROGRAM

The ONTOP (Opportunity is Now Towards Other Possibilities) Program provides individualized academic and case management services to students with identified disabilities who need a structured environment. This alternative program is designed for students who have exhibited significant problems in the regular school setting in completing academic work and following school rules. ONTOP and BHS staff members work closely in coordinating student academic and support services, both in the main program located at the Taft School Building and in the satellite program at BHS.

THE HORIZON SCHOOL

The Horizon School is an alternative school for students who have had difficulty in succeeding in the traditional school setting and are better able to meet BHS academic requirements through small classes and individualized instruction in an off-campus, non-traditional setting. Students who are interested in pursuing placement in this

program should consult with the Director of Guidance for further information.

HIGH SCHOOL COMPLETION

The Vermont Adult Learning High School Completion provides students who are at risk of leaving high school or former students who wish to return to high school the opportunity to complete high school credits off-campus in small classes. For information, please contact Guidance or Vermont Adult Learning directly.

SCHOOL-COMMUNITY PARTNERSHIPS

BHS works with a number of community organizations to support student learning. For information on Job Corps, Youth Build, Lund Family Center, and other school-community programs, contact Guidance at 864-8581.

BURLINGTON AND ESSEX TECHNICAL CENTERS

Information about technical center courses available to Juniors and Seniors is provided at the end of this booklet.

COMMUNITY SERVICE REQUIREMENT

All students at BHS must complete **10 hours of community service each year**. This requirement allows students to apply their growing skills and knowledge to community issues and problems. Students learn the responsibility citizens have in a democratic society.



Students generally complete the Community Service Requirement by providing volunteer work for non-profit organizations operating in the Burlington community. Students cannot get paid for their work, nor can they fill a position that would normally be a paid job. Many students already do community service through scouting and youth groups or volunteer work with families. Participating in the many area fund-raising walk-a-thons also earns students credit. Students work at the Humane Society, help with elections, and build homes for Habitat for Humanity. The United Way has a list of organizations needing help, including the Boys and Girls Club, COTS, the Sarah Holbrook Center, and the King Street Center.

Students may earn their Community Service credit during the summer if documentation is submitted by the end of September to the Grade Office. Students who earn Community Service credit during the school year must submit their documentation by mid-May. **Students may not graduate until all Community Service hours are completed.** For information regarding Community Service opportunities, please consult the Career Directions Center next to the BHS Library at 865-5320.

BUSINESS AND INFORMATION TECHNOLOGY



Business and Information Technology classes provide a foundation of learning for students who plan to pursue higher education or enter the world of business as a career. Students will learn the latest in business and technology and practices in a variety of courses. Ninth graders are required to enroll in Computer Literacy, and tenth graders are required to enroll in Career Exploration. The courses in **Business and Information Technology** are aligned with the *Vermont Framework of Standards*.

BHS GRADUATION REQUIREMENT

The Burlington High School graduate is able to meet the demands of the changing employment market by demonstrating skills and knowledge in career preparation and computer literacy.

To achieve the graduation requirement, a student must:

- *develop a broad-based educational/career plan;*
- *exhibit the interpersonal skills necessary for success in the modern workplace;*
- *use technology to find, organize, and communicate information effectively.*

GRADE	COURSES (1.0 Credit Required)
9 Required	Computer Literacy
10 Required	Career Explorations
10-12 Electives	21 st Century Computer Applications Marketing Business Law Accounting I Accounting II Personal Finance School Publications I School Publications II

COURSE OFFERINGS

600 Career Exploration

This course will provide students resources to learn about and prepare for college, Technical Center courses, employment and personal growth. Topics addressed will include self-awareness, career research/exploration, work ethics, workplace expectations, career strategies, school-to-work transitions, diversity in the workplace, and lifelong learning. A variety of assessment tools will be used to help a student identify strengths and personal talents/interests as they may relate to their future career and/or education. Upon completion of the course, a student will have created an electronic career portfolio using Adobe Dreamweaver.

Prerequisite: None (**Course required for graduation**)
.....Credit: ½

601X Introduction to Computing

Designed for the student new to computers in education, Introduction to Computing will provide students with the

foundation for effective and efficient use of technology. Topics will focus on: effective keyboarding,; hardware usage and terminology; file management' basics of using word processing and presentation software; safe and effective use of the Internet; and email. The goal of this course is to prepare students with limited computer experience to gain the functional skills needed to succeed in their high school coursework. Through this course, students will develop an electronic library of tools to use during the rest of their high school career.

Prerequisite: Teacher Recommendation.....Credit: 1/2

601 Computer Literacy

To succeed in today's society, it is no longer enough just to understand how to use computers effectively and efficiently. Because computers and the web are constantly changing, this course has been revised, and will continue to be adapted, to provide students with the ability to understand and use new technologies as they emerge. In Computer Literacy, students will: develop Web 2.0 skills, including wikis, blogs, RSS feeds, and social bookmarking; gain safe and effective Internet research strategies and skills; understand issues on the use and disclosure of personal information and privacy on the web, including the risks and benefits of using social networking sites; recognize property rights and fair use issues online, including file sharing and plagiarism; use OpenOffice software for word processing, spreadsheets and presentations; and enhance file management and email skills. Through this course, students will develop an electronic library of tools to use during the rest of their high school career.

Prerequisite: None (**Course required for graduation**)
.....Credit: 1/2

602 21st Century Computer Applications

Our brains are overwhelmed with technology every moment of every day and keeping up with the latest advances. Computer Applications is a full-year course for students who want a head start on learning the technologies of tomorrow while learning to manipulate computers and the new technologies of today. This course studies and utilizes technologies such as RSS feeds, blogs and teleconferences, web site creation, podcasts and Wiki creation to name just a few. How can students use and apply these new concepts to improve projects, prepare for college, and ultimately, be more prepared for the future? Come and find out!

Prerequisite: Passed Computer Literacy.....Credit: 1

606 Marketing

This full-year course will explore consumer decision making, including understanding the basic foundations of marketing and including consumer behavior, how marketers target demographics, data collection and analysis, the future of marketing (international marketing, technology based marketing, and repetition in marketing),

comparative company analysis (use of Hoover's Online and Standard and Poor's Index), marketing management principles, and national vs. international marketing. The class will incorporate projects such as selling BHS apparel at sporting events which will include research about what students want and what they can afford, while allowing for a profit margin.

Prerequisite: Junior or Senior Standing..... Credit: 1

610 Business Law

Business Law is designed to provide students with an understanding of the foundations of the different areas of law impacting business. The course will begin with a short overview of the basis of our legal system. In general, the course will focus on contract law, property law, consumer protection, employment law and forms of business organization. As new topics are introduced, students will learn not only how the laws in question affect businesses in the real world, but also how the laws affect teenagers in their daily lives.

Prerequisite: 10th-12th grade standingCredit: 1

621 Accounting I [MA]

Accounting I is designed to provide the student with basic accounting terminology and generally accepted accounting principles as they relate to the double-entry accounting system. Students will analyze and record transactions, and prepare financial statements for sole proprietorships. Simulations and spreadsheet projects will be used to reinforce accounting cycle concepts. Students will use both manual and computerized systems to process transactions and financial statements.

Prerequisite: Sophomore, Junior, Senior standingCredit: 1 Math or Elective

622 Accounting II

Accounting II provides students with a more in-depth study of accounting terminology and practices. This course is recommended for students who plan to work or study in an accounting related field. Areas of focus will include: partnerships, corporations, payroll, and cost accounting. Students will use both manual and computerized systems to process transactions and financial statements.

Prerequisite: Accounting I.....Credit: 1

624 Personal Finance

Personal Finance explores the many financial decisions young adults face in today's increasingly competitive global economy. The coursework will focus on six areas of personal finance: creation of income, consumer expenditures, investment principles, credit, protecting your assets, and the costs of marriage, family and divorce. As new topics are introduced, students will learn not only the individual decisions that will affect their financial health, but also the larger macroeconomic forces that are driving our national economy. Other topics will

include business structures, marketing and advertising, budgeting, income taxes, compounding interest, real estate purchasing, insurance and the economics of living in Vermont. Students also participate in a 10-week stock market game learning investment strategies, analyzing companies and industries, and understanding the relationship between risk and reward as they manage a \$100,000 stock portfolio.

Prerequisite: Junior or Senior standingCredit: 1

625 School Publications I

School Publications is a course designed to support the production of the BHS Yearbook (*Oread*) and BHS Newspaper (*Register*). Students in School Publications I will gain experience in: photography, layout and design using Adobe InDesign, news reporting and article writing, participating on a team to meet deadlines, creating displays throughout the school highlighting events, staffing various events which may require extra-curricular time, and learning the design process for the *Oread*.

Students who wish to enroll in School Publications must submit the following:

- 1) Teacher Recommendation – See Mr. Lamberti for the needed form.
- 2) A one-page writing sample answering the following question: *What is the role of the yearbook and newspaper in a school community? What skills or strengths will you bring to the team?*

Prerequisite: Sophomore standing.....Credit: 1

626 School Publications II 627 School Publications III

School Publications is a course designed to support the production of the BHS Yearbook (*Oread*) and BHS Newspaper (*Register*). Students in School Publications II and III will build on School Publications I and learn to: edit and copy write articles, lead a team to produce articles in a timely fashion, generate new story ideas and feature articles, create slide shows for school events, create marketing campaigns to continue funding the publications development, assume responsibility and leadership for a certain component of the yearbook and publications.

Prerequisite: Approval by Mr. Lamberti or Ms. SkoglundCredit: 1

630 Workplace Internship/TIPS

This course will help students develop skills for the future. Students will be placed in community businesses for on-site learning as they explore of all aspects of a particular career or occupation of interest. Students learn pre-employment skills, participate in a 40-hours unpaid internship at an area business, followed by the opportunity for a paid summer internship. Students will develop post secondary plans.

Prerequisite: Junior or Senior standing.....Credit: 1/2

ENGLISH

The English Department expects all students to develop and demonstrate comprehensive communication skills as outlined in the *Vermont Framework of Standards*. Learning opportunities in listening, speaking, reading, writing, interpreting literature, and information processing are included in all course offerings. The courses follow a scope and sequence with increasing skill proficiency expected as the student moves from ninth to twelfth grades.



Please note: ***Students must pass the previous year's English class before moving on to the next grade. Each successive year is built upon the skills of the previous year. Students who fail English may repeat English once in summer or night school in order to move on with their class with approval from the principal. Students may not double up English until their fourth year of high school.***

BHS Graduation Requirement

The Burlington High School graduate is able to construct and interpret the English language in a variety of situations and texts.

To achieve the graduation requirement, a student must:

- *demonstrate breadth and depth of reading and listening*
- *demonstrate fluency in speaking and writing from narrative to exposition and argument*

GRADE	COURSES (4.0 Credits Required)
9 Assigned	Strategic Reading I Strategic Reading II
9 Required	English 9: Foundations, English 9: Elements of Literature and Writing, or English 9: Narrative Patterns
10 Required	English 10: Foundations, English 10: Literature/Writing/Speech, or English 10: Genre Honors
11 Required	American Literature, American Literary Traditions, or Seminar in American Literature
12 Required (Choose 2)	Advanced Composition Cinema Studies Chaucer and Shakespeare Creative Writing The Broader World of Ideas I and II Modern Literature I and II Modern Theatre Reading and Writing Poetry Speech/Communication World Literature Women in Literature AP Literature and Language (full year)

COURSE OFFERINGS

Ninth Grade

The ninth grade English program (*English 9, Literature, Writing and Speech, and Narrative Patterns*) focuses on the search for self while examining literature in terms of Northrop Frye's Circle of Stories: romance, tragedy, satire/irony, and comedy. Students also explore other literary archetypes and themes, including the epic hero and the transformation of the individual. Students explore these areas through close study of short stories, poetry, novels, drama, and non-fiction. Central to the curriculum is the study of grammar, mechanics, and the writing process.

101A Strategic Reading I

Strategic Reading is a semester-long course designed to improve the reading skills of students not reading at grade level. Ninth graders will be required to take this course in addition to a ninth grade English course based on their results on the Gates-MacGinitie reading test administered at the end of eighth grade or prior to enrollment at BHS. Other students may be assigned to the class based on teacher recommendation or previous reading test scores. In this course students will build and strengthen reading comprehension and vocabulary recognition skills while improving overall confidence in approaching new and complex texts. Students will be required to read a book outside of class and journal about what they have read. Several skills will be covered in the class including short story analysis, comprehension and vocabulary strategies, and writing. The Gates test will be given again in January to measure progress. Another semester of reading could be recommended, depending on these scores.

Prerequisite: Assignment to course based on Gates-MacGinitie scores and/or teacher recommendation.
.....Credit: ½

101B Strategic Reading II

In this class, many in-depth reading strategies will be covered. Instruction will focus on vocabulary skills, literary analysis, poetry reading, comprehension strategies, and appreciation of literature. Students will be required to read a book outside of class and keep a journal about what they have read. Students will participate in small group discussions, book talks, as well as various writing activities and projects. The writing process will compliment the reading strategies being covered. Students will take the Gates-MacGinitie test in the spring to show progress being made in the class. Another semester of reading may be recommended if the scores needed to pass the Gates test are not achieved.

Prerequisite: One semester of Strategic Reading I; Gates-MacGinitie reading scores must be on file.
.....Credit: ½

102 English 9: Foundations

English 9 is designed to provide an opportunity for students to maintain basic competencies in reading, writing, speaking and listening. Individual attention is given for continued acquisition of reading and writing skills. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, as well as in life outside of school. Attainment of competence in these skills must be achieved to move on to tenth grade English. Readings include: *The Odyssey, Night, Of Mice and Men, The Miracle Worker, Romeo and Juliet, A Day No Pigs Would Die, Witness*, as well as myths, and short stories and poetry from Prentice Hall's *Anthology Gold*.

Prerequisite: Placement determined by NECAP scores, achievement in Grade 8 English, and teacher recommendation.....Credit: 1

103 English 9: Elements of Literature and Writing

Elements of Literature and Writing is designed to provide an opportunity for college-bound students to expand upon their existing skills in reading, writing, speaking and listening. In addition to ensuring that the student has satisfied the ninth grade requirements for English, this course will examine various genres of literature and will focus on responding to that literature in creative and analytical writings. Students will strive to make personal connections to the issues and characters in the literature they study, in order to make meaning for themselves. Emphasis will be on reading comprehension, as well as the analysis and interpretation of the material. Students will strive to improve upon the fundamentals of their writing through the writing process, grammar and vocabulary work. Readings include: creation myths, mythology, *The Odyssey, Night, Of Mice and Men, Romeo and Juliet, A River Ran Out of Eden, Witness* as well as myths, and short stories and poetry from Prentice Hall's *Anthology Gold*.

Prerequisite: Placement determined by NECAP scores, achievement in Grade 8 English, and teacher recommendation.....Credit: 1

105 English 9: Narrative Patterns (Honors) *

Narrative Patterns is an intensive ninth grade course in which students explore the basic and universal patterns and themes of literature. Students will broaden their language and communication skills through reading, writing, speaking, and listening. Through close examination of novels, short stories, poetry, and plays, students will begin to discover the connections within literature and those between literature and themselves. Students will read and write frequently and plentifully. With emphasis on the writing process, students will explore the intricacies of creative and analytical writing, while also reviewing the fundamentals of vocabulary and grammar. Readings might include, but are not limited to, the following: creation myths, mythology, *The Odyssey, Night, Of Mice and Men, The Miracle Worker, Romeo and Juliet, Animal Farm, Great Expectations, A Day No Pigs*

Would Die, as well as selections from Prentice Hall's *Gold Anthology*. Students in this course must demonstrate proficiency in reading and analyzing literature and in expressing themselves clearly in speech and writing. *Students should be able to read and write fluently and independently in order to be successful in this class.*

Prerequisite: Placement determined by NECAP scores, achievement in Grade 8 English, and teacher recommendation.....Credit: 1

Tenth Grade

The tenth grade English program (*English 10, Literature, Writing, and Speech, and Genre*) explores themes of the relationships of individuals in society including universal issues and ideas, decision-making, and responsibility. Students will explore these themes through writing and studying short stories, novels, drama, poetry, and non-fiction.

106 English 10: Foundations

English 10 is designed to help students understand why human beings need to communicate and how language, through the various media is used to appeal to and fulfill basic needs. Individual attention is given for continued acquisition of reading and writing skills. Students will learn how to read more skillfully and evaluate what they read, how to view and evaluate television programs and feature films, and how to listen to others and evaluate what is said. There will be much individual work so that each student may become more competent in all the English skills. In addition to the Scope Four Anthology, major works to be studied include, but are not limited to excerpts from *To Kill a Mockingbird, Macbeth, Sword and the Circle, A Tale of Two Cities, Twelve Angry Men, And Then There Were None*, and *Dr. Jekyll and Mr. Hyde*.

Prerequisite: Successful completion of Grade 9 English and recommendation of 9th grade English teacherCredit: 1

107 English 10: Literature, Writing, Speech

This college-preparatory course supports continued acquisition of reading and writing skills. It is organized around types of literature: the short story, the drama, the essay, the biography, the novel, and the poem. Students will study each type. Besides helping students learn how to read each type, the course will broaden their background in reading, aid them in writing about or responding to a literary selection, and help them build their own vocabularies through the study of words in a literary context. Both writing and speech activities will be integral parts of this course. In addition to the Prentice-Hall anthology, major works to be studied include, but are not limited to *To Kill a Mockingbird, A Separate Peace, A Lesson before Dying*, and *A Farewell to Mazanar*.

Prerequisite: Successful completion of Grade 9 English and recommendation of 9th grade English teacherCredit: 1

109 English 10: Genre (Honors)*

This course is designed for students with serious interest in the study of literature. Students will demonstrate proficiency in reading and analyzing literature and in expressing themselves clearly in speech and writing. The course will include critical reading and analysis of poetry, short story, novel, drama, and nonfiction. Emphasis will be on the close reading and intensive study of selected literary works. Responding to language with sensitivity and discrimination will be an integral part of this program. Vocabulary development will be stressed during the year. In addition to the Prentice-Hall anthology, major works to be studied include but are not limited to *Jane Eyre*, *To Kill a Mockingbird*, *A Separate Peace*, and *A Lesson before Dying*. Students should be able to read and write fluently and independently in order to be successful in this class.

Prerequisite: A grade of B or higher in Grade 9 English and recommendation of 9th grade English teacherCredit: 1

Eleventh Grade

The eleventh grade English program (American Literature, American Literary Traditions, and Seminar on American Literature) examines American literature from its beginnings to the present day. Students will explore **The American Dream** as it is expressed in the following themes: The Dream of Success, the Dream of Abundance, and the Dream of Equality.

110 American Literature

American Literature is a year-long course where each student concentrates on the skills of reading and writing while exploring concepts which are basic to our American Heritage. Individual attention is given for continued acquisition of reading and writing skills. This class offers a practical approach to the understanding of American life, past and present. Students are expected to achieve the basic standards of the curriculum to qualify for English credit. Students are admitted to the course based solely on the need for individual attention in reading instruction and communication skills. In addition to an anthology, major works to be studied may include, but are not limited to *Huckleberry Finn*, *Narrative of a Slave: Frederick Douglass*, *The Crucible*, *The Old Man and the Sea*. Vocabulary and spelling are also stressed in this course.

Prerequisite: Satisfactory completion of Grade 10 English and recommendation of 10th grade English teacher.....Credit: 1

112 American Literary Traditions

American Literary Traditions will provide college-preparatory students the opportunity to further develop skills in comprehending, analyzing, and interpreting literature with a particular focus on five prevalent themes in American literature: initiation, individualism, freedom, alienation/ isolation, and maturation. Students will draw comparisons and contrasts between writers of particular

periods and reflect on their own life experiences in relation to texts in the anthology *The American Experience*, and works such as but not limited to *Huckleberry Finn*, *Frederick Douglass: Narrative of a Slave*, *The Crucible*, *The Things They Carried*, *Old Man and the Sea* and *The Great Gatsby*. Other modern writers such as Wright, Bellow, Vonnegut, and Malamud will be sampled. Poetry, song lyrics, film, and essays will be examined in relation to the themes of the literature and will give, along with the novels and plays, a sense of the development of American Literature. Planned sequences of writing and vocabulary studies will parallel the study of literature and will be integral features of the semester courses.

Prerequisite: Satisfactory completion of Grade 10 English and recommendation of 10th grade English teacher.....Credit: 1

114 Seminar: American Literature (Honors) *

Designed for students with special ability and interest in literature and writing, this seminar-style course is developed thematically. Students learn to respond to language with increasing sensitivity and discrimination and to develop further their ability to write in various forms. Students will explore the influence of American writers and will develop an understanding of particular periods and significant recurring themes in American literature. Students will consider the techniques that writers use in works such as *The Things They Carried*, *The Color Purple*, *Huckleberry Finn*, , *The Scarlet Letter*, *The Great Gatsby*, and *Catcher and the Rye* and other works by Ralph Waldo Emerson, F. Scott Fitzgerald, Nathaniel Hawthorne, Henry James, Arthur Miller, Toni Morrison, J.D. Salinger, John Steinbeck, Mark Twain, Henry David Thoreau, Tim O'Brien, and Alice Walker. Students should demonstrate an enthusiasm for the study of literature, as shown in their active participation in class discussions and willingness to commit significant time to reading and writing assignments.

Prerequisites: A grade of B+ or higher in Grade 10 Genre and recommendation of 10th grade English teacher.....Credit: 1

Twelfth Grade

Seniors choose **two** semester elective courses from the following (additional courses may be selected in May depending on space availability):

120 Advanced Composition

This standards-based course is designed for college-bound seniors who have mastered the rudimentary skills of writing and wish further opportunity to develop and refine effective expression of ideas and gain further practice in various forms of advanced composition. This course offers students many opportunities to meet and exceed local and state standards. Students in this class learn to develop an awareness of language, to read with more critical understanding, and to develop an individual writing style. Students work with writing as a process, which involves pre-writing, drafting, revision, and editing skills. Correct grammar and effective language are a

focus of the course. Students read and analyze sample essays of narration, description, process analysis, comparison and contrast, division and classification, definition, cause and effect and persuasion and argument. They then develop their own essays in these styles. Students also spend some time on college essays, grammar and usage, peer conferencing, examination of student work, editing, sharing, and publishing final works. As a group, students become members of a "writing community" where ideas, thoughts, and works are openly shared and discussed

Prerequisite: Satisfactory completion of Grade 11 English and recommendation of 11th grade English teacher.....Credit: 1/2

121 Chaucer and Shakespeare (Honors) *

This elective course provides students with a strong foundation in the study of British Literature through the examination of Geoffrey Chaucer's Canterbury Tales and selected plays and sonnets of William Shakespeare. In the context of these works, students will explore themes of the human condition, ranging from the social and moral codes by which we live, to the ravages of old age and the emergence of the "modern" mind. Students will study the rich complexities of Middle and Elizabethan English, the evolution of English, and the pertinent histories of the times. Students will use a variety of approaches to explore the art of these authors, including translating, speaking, and writing Middle English; discussing the various pieces and issues; writing journals and papers and engaging in student-directed projects and dramatizations. The texts include, but are not limited to, the following: selections from *Canterbury Tales*; *King Lear*; *Hamlet*; *Othello*, *As You Like It*; *Henry IV, Part One*; *The Tempest*; and selected sonnets and criticisms.

Prerequisite: A grade of B or higher in 112 American Literary Traditions or 114 Seminar.....Credit: 1/2

122 Cinema Studies

Cinema Studies is an introductory film study course. It gives students experience in the critical viewing of acclaimed films selected from a master list of classic and contemporary films. The criticism, research and writing about film and its role in our contemporary society will be the primary focus of the course, coupled with cinematic theory and history.

Prerequisite: Satisfactory completion of Grade 11 English and recommendation of the eleventh grade English teacher.....Credit: 1/2

123 Creative Writing Seminar

This class is aimed at developing creative writing skills through composition, critique, and revision. This class explores writing as a process while also sharpening the ability of students to evaluate creative writings. Students will create short stories, poems, plays, and letters. As a class we will work toward understanding purposes and

motives behind writing. The elements and techniques that go into an effective piece will be constantly analyzed and discussed so that students will perceive some of the various formulas authors use to create immortal, effective art.

Prerequisites: Satisfactory completion of Grade 11 English and recommendation of eleventh grade English teacher.....Credit: 1/2

124 English 12: The Broader World of Ideas I
125 English 12: The Broader World of Ideas II

The Broader World of Ideas is a semester-long course that examines the ways in which people communicate. From art to the newspaper, from music to movies, people share their perspectives through myriad media, and in The Broader World of Ideas, students will actively engage with this vast spectrum of communications. They will also explore the many ways in which we communicate with ourselves, (e.g., journals, free-writes, etc.). They will encounter a variety of printed media, including but not limited to daily newspapers, books, plays, National Geographic, etc.; and electronic media, such as television, film, radio, and the Internet. They will read at least one Shakespeare play a semester, including but not limited to Othello and King Lear. Students might also suggest readings, movies to view and discuss, poems to memorize or analyze, etc. Overall, *The Broader World of Ideas* seeks to cultivate students who are life-long learners, reinforcing the human desire to explore the world around us and absorb what it has to offer. *Many students take both semesters of this class; semester credit is available, however, for fall or spring courses.*

Prerequisite: Successful completion of Grade 11 English and recommendation of eleventh grade English teacher; each semesterCredit: 1/2

126 Modern Literature I

This semester-long course supports the student's continued acquisition of reading and writing skills through the reading of modern literature in several genres. The course objective is to gain a deeper understanding of the contemporary society we live in by examining fictional societies and discussing (both in class and in written assessments) what is valued by each and what elements cause each to succeed or fail. A major goal will be to expand the breadth and depth of literary experience as well as to increase an understanding of how to be an effective writer. The texts may include but are not limited to *The Road*, *V for Vendetta*, *I Know Why the Caged Bird Sings*, *Catch 22* and a variety of short stories.

Prerequisite: Successful completion of Grade 11 English and recommendation of eleventh grade English teacherCredit: 1/2

127 Modern Literature II

This second semester course supports the student's continuing acquisition of reading and writing skills through the reading of literature by and about African-Americans in several genres. The goal is to gain a deeper understanding and appreciation of the human condition through reading and writing. A major goal will be to expand the breadth and depth of literary experience as well as to increase an understanding of how to be an effective writer. This course is taught with an assumption that the students will go on to further education where the skills of reading and writing are vital to future success. Major works to be studied may include but are not limited to *Black Boy*, *I Know Why the Caged Bird Sings*, short stories and poems.

Prerequisite: Successful completion of Grade 11 English and recommendation of the eleventh grade English teacher.....Credit: 1/2

128 Modern Theatre

Students will study drama in terms of its history, content, structure and the personal connections they make to it. Students will respond to the literature in various forms, both written and oral. There will be opportunities for in-class performances of the texts and of monologues chosen by the students. Students will also experience viewing plays both as film, and as live theatre. The texts include but are not limited to *A Doll's House*, *Enemy of the People*, *The Children's Hour*, *A Streetcar Named Desire*, *True Grit*, *All My Sons*, *Fences*, *Harvey*, and *Whose Afraid of Virginia Woolf?*

Prerequisites: Successful completion of Grade 11 English and recommendation of the eleventh grade English teacher.Credit: 1/2

129 Reading and Writing Poetry

This elective course is designed to give students an in-depth look at both the reading and writing of poetry. Students will examine works by established poets from various movements throughout the ages. These authors include, but are not limited to: Shakespeare, Wordsworth, Yeats, Dickinson, Whitman, Eliot, Hughes, Cummings, Frost, Plath, Bishop, Brooks, and Angelou. Students will study poetic language, symbolism and themes, as well as voice, style and purpose. Students who demonstrate interest and ability to read and write poetry will engage in reading, reciting and analyzing poetry and create their own original, poetic works.

Prerequisite: Successful completion of Grade 11 English and recommendation of the eleventh grade English teacherCredit: 1/2

130 Speech/Communication: Theory and Practice

This course in speech/communication will give the student a chance to study communication theory and formal speech practices. A determined effort on the part of students will eliminate poor speech habits that they

may have acquired and build positive and effective speaking and communication skills for the future.

Prerequisite: Satisfactory completion of Grade 11 English and recommendation of the eleventh grade English teacherCredit: 1/2

131 World Literature

World Literature is designed to introduce students to works of international writers and to understand connections between their works. Through challenging reading and writing assignments, students will study and use a variety of techniques for understanding the literature. Regular discussions, student journals, and presentations on various cultures will strengthen understanding of the works through insights into various cultures. Students will be assessed on their ability to respond to literature through a variety of means, including writing, comprehension tests, conversations with speakers, presentations, and viewing international films.

Prerequisite: Satisfactory completion of Grade 11 English and the recommendation of the eleventh grade English teacher.....Credit: 1/2

132 AP Literature and Language*

This highly demanding year-long course is designed for students who want to expand their awareness of language, strengthen their critical reading of nonfiction and fiction, and further develop their writing style. To understand the power of the written word students will be reading and evaluating the works of established writers, while also writing and evaluating their own writing using the writing process of drafting, editing and revising. Students will be active readers as well as writers, engaging in thoughtful discussions about the role of the writer and the individual in an ever-changing world.

This course is concerned with the individual's search for identity, embracing not just the issue of freedom, but also the problems of responsibility and commitment. Novels, short stories, poems and essays are used to examine the themes of fate and free will, illusion and reality, the nature of justice and the question of identity.

While examining such themes, students will read critically to determine an author's purpose, audience, rhetorical strategies, and style and provide evidence of their understanding through class discussions and writings. Students should expect to read 150-250 pages per week and write one essay every two weeks. This course provides preparation for the AP examination in English Literature and Composition and the AP examination in English Language and Composition.

Major works to be studied may include but are not limited to *Man's Search for Meaning*, *Slaughter-house Five*, *Crime and Punishment*, *Portrait of the Artist as a Young Man*, *One Flew Over the Cuckoo's Nest*, *Life of Pi*, *Things Fall Apart*, *The Stranger*, *Waiting for Godot*, *To The Lighthouse*, *Siddhartha* and *The Invisible Man*.

Prerequisite: Completion of American Literature Seminar with a grade of B+ or better and recommendation of American Literature teacher. Students taking this course are able to demonstrate the ability to do college level work by analyzing literature in depth and writing an essay of analysis every two weeks. Completion of a summer assignment is required for enrollment in this course.
.....Credit: 1

135 Women in Literature

Women in Literature will place emphasis on women writers and close reading of women's roles in various texts. This course will focus on trends, themes, and

characteristics of the role of women in literature. This course will challenge students to analyze style and content of women's fiction, poetry, drama, and non-fiction. Regular discussions, student journals, essays, and critical readings will strengthen students' abilities to analyze through the lens of gender. Students will be assessed based on their ability to respond to literature through a variety of means, including discussion, writing, comprehension tests, and presentations.

Prerequisite: Satisfactory completion of Grade 11 English and the recommendation of the eleventh-grade English teacher.....Credit 1/2

ENGLISH LANGUAGE LEARNING (ELL)

English Language Learning (ELL) is offered to non-native speakers needing instruction in the English language. The goals of this program are to help these students to become successful learners and to be able to reach BHS Graduation Standards.

Students will be assessed annually to determine English proficiency in all four language domains: reading, writing, speaking, and listening. Assessment results will determine placement in ELL classes. Students may be required to take more than one English class, including another ELL or regular English class.

ELL Exit Requirements: In order to exit ELL services, students will have achieved a composite score of 5.0 or higher on the WIDA Access Test.

Prerequisites for All ELL Courses: Prior assessment and recommendation by an ELL teacher.

Credits for ELL Courses: 1 (may vary with approval by the Director of Guidance)

INTENSIVE ENGLISH LANGUAGE PROGRAM

This program has been designed to provide English language learners with the English language skills that they need to succeed in classes at Burlington High School. The Intensive English Program is appropriate for students who are new to English and/or students who have limited educational experiences. Students may remain in the Intensive English program for one or two years, depending on their English proficiency level.

INTENSIVE ENGLISH PROGRAM: Level 1

150 Intensive English Language 1: The goal of this course is to provide basic language instruction to non-English language speakers in order to introduce basic English grammar and writing skills. This class is designed for ELL students who have only recently arrived in the United States or who have very limited English proficiency. They are at Proficiency Level 1 or 2. Emphasis will be on survival language in order to develop social and academic language through the context of school and community orientation and study strategies.

151 ELL Science 1: The goal of this course is to develop background knowledge of natural processes and basic scientific concepts, principles, theory, methods, and essential vocabulary to limited English students who lack an educational background or the language necessary for mainstream science. Students in this class will be new to English; therefore a hands-on approach will be used to establish comprehension. This class is meant for students with a Proficiency Level of 1 or 2.

152 ELL Mathematics 1: The goal of this course is to provide English language learners with the foundational language and math skills necessary for the students to be successful in a variety of mainstream math courses. Students will have the opportunity to practice language, reasoning and problem solving skills by applying math to real-life situations. Topics include whole numbers, place value, estimation, decimals, fractions, multiplication facts, and the four basic operations.

153 ELL Social Studies: The goal of this course is to develop background knowledge of world geography, world religions, and American civics for limited English students who lack an educational background or the language necessary for mainstream social studies. Students will focus on developing a comprehension of and use of concepts and skills necessary for reading textbooks, generating reports, and participating in research activities in mainstream social studies and history courses. Social studies concepts will be introduced such as concepts of historical past, time lines and chronology, geographical terms, map usage terms, economic terms, role of religion, role of art and music, and concepts of tradition. The curriculum of this course is meant to mirror the ninth grade social studies courses to facilitate students moving into the mainstream after achieving a foundation of English language and social studies skills. This course is meant for ninth grade students with a Proficiency Level of 1 to 3.

154 Reading 1: The goal of this course is to provide basic reading instruction to English language learners reading at Level 1 or 2 Proficiency. This course is designed to assist students in the transfer of reading skills from their native language to English and/or further

develop their English language reading skills. Students will be placed in this class according to their reading level.

155 Literacy 1: This course is for English language learners who do not have literacy skills in their native language and are learning to read for the first time in English. In this class, students will work on building decoding skills, vocabulary, and reading comprehension. It is appropriate for students at Proficiency Level 1.

INTENSIVE ENGLISH PROGRAM: Level 2

156 Intensive English Language 2: The goal of this course is to provide language instruction to English language learners at proficiency level 2, in order to develop students' English language proficiency in all four language domains: reading, writing, speaking and listening. This course will build upon those skills learned in Level 1 or previously acquired elsewhere.

162 Reading 2: The goal of this course is to provide reading instruction to English language learners at English Proficiency Level 2 or 3. This course is designed to further assist students in the transfer of reading skills from their native language to English and/ or further develop their English language reading skills.

157 ELL Science 2: The goal of this course is to develop background knowledge of the natural processes as well as the basic scientific concepts, principles, theory, method and essential vocabulary to English language learners who lack an educational background or the language necessary for mainstream science. Students in this class will continue to use a hands-on approach to establish comprehension. This class is meant for students who have completed ELL Science 1 and who have a proficiency level of 1 or 2.

158 ELL Mathematics 2: This course is designed for English language learners who have passed ELL Mathematics 1 or Elements and who are proficient in addition, subtraction, and multiplication. These students may not yet be able to succeed in Pre-algebra or Algebra due to limited language and/or math proficiency, but have mastered most calculation basics. The course teaches applied uses of mathematical calculation skills, focusing on continuing improvements in mathematical proficiency and vocabulary building. Applications include, but are not limited to real world uses of math in geometry and financial transactions.

159 ELL World Studies: The goal of this course is to develop background knowledge of world history for English language learners who lack an educational background or the language necessary for mainstream social studies. Students will focus on developing a comprehension of and use of concepts and skills necessary for reading textbooks, generating reports and participating in research activities in mainstream social studies and history courses. Social studies concepts will be introduced such as concepts of historical past, time lines and chronology, geographical terms, map usage terms, economic terms, role of religion, role of art and

music, and concepts of tradition. This course is meant for tenth or eleventh grade students with an English language Proficiency Level of 1 to 3.

160 Literacy 2: This course is for English language learners who are new to literacy and need to increase reading comprehension, decoding and vocabulary skills. Generally this class will continue to build on the skills introduced in Literacy 1. This course is meant for students with a Proficiency Level of 2 in Reading.

ADDITIONAL COURSES FOR ENGLISH LANGUAGE LEARNERS

161 English Language 3: The goal of this course is to provide language instruction to English language learners at a Proficiency Level 3, in order to advance their development of English in all four language domains and to help students transition to mainstream English classes. This course will build upon those skills learned in 151 or previously acquired elsewhere.

163 Transitional English Language: The goal of this course is to provide language instruction to English language learners at a Proficiency Level 4, in order to advance English and grammar skills in all four language domains and to help students transition to mainstream English classes. This course will build upon those skills learned in 152 or previously acquired elsewhere.

164 ELL American Studies: The goal of this course is to develop background knowledge of U.S. History for English language learners who lack an educational background or the language necessary for mainstream social studies. Students will focus on developing a comprehension of and use of concepts and skills necessary for reading textbooks, generating reports and participating in research activities in mainstream social studies and history courses. U.S. History and Social Studies concepts will be introduced such as concepts of historical past, time lines and chronology, geographical terms, map usage terms, economic terms, government, culture, and concepts of tradition, heritage, history, immigration and migration, freedom, slavery, etc. This course is designed to meet American History standards for those students who enter BHS having not had an American History class.

166 ELL Reading 3: The goal of this course is to provide reading instruction to English language learners at English Proficiency Level 3 or 4 with an emphasis on literature. This course is designed to further assist students in the transfer of reading skills from their native language to English and/or further develop their English language reading skills.

OTHER BHS COURSES

To support the transition of ELL students into mainstream classes, students may be placed in other BHS courses on an audit basis or for ELL credit in order to gain additional English skills and background knowledge in subject areas.

BHS ELL SERVICES MATRIX

ELL LEVEL	ENGLISH LANGUAGE	MATHEMATICS	SOCIAL STUDIES	SCIENCE	READING
1- Entering	<i>Intensive English Language for Beginners</i>	<i>ELL Mathematics 1</i>	<i>ELL Social Studies 9</i>	<i>ELL Science 1</i>	<i>ELL Reading 1 or Literacy 1</i>
2- Beginning	<i>Intensive English Language 2</i>	<i>ELL Mathematics 2 or Pre-Algebra</i>	<i>ELL World Studies 10</i>	<i>ELL Science 2</i>	<i>ELL Reading 1 or Literacy 2</i>
3- Developing	English Language 3	Pre-Algebra, Algebra *	American Studies***	**	Reading 2
4- Expanding	Transitional English Language	*	American Studies/Civics/ World/U.S. Civilizations	**	Reading 3 Strategic Reading, and/or Mainstream English
5- Bridging	Transitional English Language and/or mainstream English	*	American Studies/ 20 th Century World History	**	Mainstream English

Italicized areas indicate the courses included in the Intensive English Program.

- * Mathematics placement is determined by prior educational experience. Transferring students may be asked to take a math assessment.
- ** Science placement is determined by prior educational and mathematic experience and student's/ parent's post secondary school goals.
- *** American Studies meets BHS graduation requirements for U.S. History.

FINE ARTS



The mission of the Fine Arts Department of Burlington High School is to encourage students to appreciate and become life-long participants in a wide range of artistic expression.



BHS Graduation Requirement

The Burlington High School graduate demonstrates an understanding of cultural and aesthetic differences in a variety of art forms.

To achieve the graduation requirement, a student must:

- *perform or create with expression and accuracy in a variety of art forms*
- *investigate the creative possibilities inherent in composing, arranging and improvising with insight, reason and technical proficiency (Visual Arts);*
- *demonstrate some understanding of historical and cultural aspects of creative expression and their relationship to other disciplines*
- *develop an informed personal aesthetic*
- *improve upon product and performance through self-reflection and group critique*

GRADE	COURSES (1.0 Credit Required)
9-12 Electives	Art 1, II, III Metals in Art Clay as an Art Form Concert Band Wind Ensemble String Orchestra Jazz Band I, II Music Explorations Symphonic Orchestra Concert Chorus Senior Chorus AP Elementary Harmony Advanced Harmony Madrigal Choir Music Literature

COURSE OFFERINGS IN VISUAL ARTS

740 Art I - Basic Studio Survey



This full year course introduces students to a variety of traditional artistic techniques and concepts. Extensive drawing exercises lead to explorations in color and design in both two-dimensional and three-dimensional

artwork, including mask making which references various world cultures. Students will learn vocabulary pertinent to art, which they will use when discussing artwork. Students are encouraged to be open-minded, to think analytically, and to work creatively when solving artistic "problems".

Prerequisite: None.....Credit: 1

741 Art II - Advanced Studio (Honors)*

This full year honors level art course is for motivated students who want to advance their drawing and painting skills and create more personal work. Both semesters include drawing, painting, and collage assignments interspersed with some history of history. Understanding art history will not only give students a sense of how art trends originated but also an option to incorporate the ideas and concepts from art history into their own work. A mid-year project requires students to investigate art movements and an individual artist, ultimately painting a self-portrait in the style of the artist whose work they admire. Personal interpretation and expression are encouraged. Other media include book arts, surface design, and printmaking. Both realism and non-objective art are explored. Time permitting, students will work on an "independent project," allowing them time to further explore an area or medium that especially appeals to them. Homework assignments include visual journal work.

Prerequisite: Art I.....Credit: 1

742 Art III (Honors)*

The Art III students' primary educational experience is centered in their own art-making activities. Students must bring creative forces and imagination to their own education and development. These qualities cannot be taught, they can only be stimulated with assignments and refined through class interaction and critique. Students should be prepared to make and talk about art on a philosophical, theoretical, and conceptual level. The Art III course will involve drawing, painting, and sculpting. The students will be responsible for supplying all art materials.

Prerequisite: Art I and Art II, or permission of the Instructor.....Credit: 1

743 Metals in Art

This course will acquaint students with different approaches and techniques for working with fine metals. The curriculum is designed around a format for making jewelry, but students are required to expand upon these assignments with jewelry or sculpture of their own design. Students will learn to bend, pound, file, polish, cut, solder, set stones, etc. The department will furnish tools and some materials, but students will be responsible for buying silver and other precious substances from the teacher. Students will keep all projects they make.

Prerequisite: Junior or Senior standing or Art I.....Credit: 1

744 Clay As An Art Form

The major objective of this course is to acquaint students with the uses of clay as an artistic medium. Students will be expected to learn basic methods and techniques of material manipulation beginning with correct clay preparation and continuing through to decorative enhancement of the clay surface. Students will also be introduced to a basic artistic vocabulary pertaining directly

to the materials and methods taught. The course is structured along two avenues, both of which require the same introductory instruction for the beginner. The first deals with the forming of utilitarian pieces, the second with the exploration of sculptural work.

Prerequisite: Junior or Senior standing or Art I....Credit: 1

COURSE OFFERINGS IN MUSIC

700 Concert Band



Primarily for ninth grade students or students fairly new to an instrument, Concert Band provides the opportunity for students to perform and to improve their skills in rhythm, reading and technical proficiency on their instrument. This course will include the study of music theory through instruction and workbook assignments, rehearsal procedure and discipline, attitude, proper practice habits and a variety of issues that deal with becoming a strong asset to the band program. All students interested in playing an instrument are encouraged to sign up for this course, even if you do not presently play an instrument but wish to start one.

Prerequisite: Some instrumental experience or permission of the instructorCredit: 1

701 Wind Ensemble

The objective of this course is to provide students with the opportunity to play a varied repertoire of standard and new band literature on musical instruments. Students will be introduced to basic music theory concepts and the cultural/historical background of the music they will be performing. Included in the study of basic theory will be the performance, on band instruments, of all Major and the three forms of the Related Minor scales. Students will also be required to evaluate and critique musical performances using appropriate music vocabulary. Additional opportunities for Band members include participation in small chamber ensembles, pep band, pit orchestra, and jazz band. Students who excel instrumentally are given the opportunity to audition for the Champlain Valley District, The New England, and the Vermont All-State Music Festivals.

Prerequisite: Previous band experience, audition, or permission of the Instrumental Director.....Credit: 1

703 String Orchestra

The String Orchestra presents and encourages music performance at Burlington High School. The objective of this course is to study and perform string orchestra literature presenting diverse musical styles and genres. The ensemble is comprised of instruments from the strong family including violin, viola, cello, and bass. Students will represent Burlington High School through music events at the local, district, and state levels.

Prerequisite: None. All students are welcome.... Credit: 1

704 Music Explorations

The objective of this course is to expose interested students to basic music concepts, including music theory, composition, performance and critique. Students will be introduced to MIDI technology applications, basic recording techniques and CD production. We will also explore music of other cultures, times and styles. Students will be required to evaluate and critique musical performances using appropriate music vocabulary.

Prerequisite: None.....Credit: 1

705 Jazz Band I
705A Jazz Band II (Audition Required)

The objective of this course is to provide students the opportunity to play a varied repertoire of jazz ensemble literature. Students will be introduced to basic music theory concepts as they relate to instrumental improvisation and the cultural/historical background of the music they will be performing. Included in the study of basic theory will be the performance of all Major, Dorian, Mixolydian and Aeolian scales. Students will also be required to evaluate and critique musical performances using appropriate music vocabulary. Additional opportunities for Jazz Band members include participation in small chamber ensembles, pit orchestra, and Concert Band. Students who excel instrumentally are given the opportunity to audition for The Champlain Valley District, The New England, and the Vermont All-State Music Festivals.

Prerequisite: One year of Concert Band or Wind Ensemble or permission of the Instrumental Director.....Credit: 1

708 Symphonic Orchestra

The Symphonic Orchestra presents and encourages music performance at Burlington High School. The objective of this course is to study and perform symphonic orchestra literature presenting diverse music styles and genres. The ensemble is comprised of instruments from the string, woodwind, brass, and percussion families. Students will represent Burlington High School through music events at the local, district, and state levels.

Prerequisite: Audition for Instrumental Instructors.....Credit: 1

710 Concert Chorus

The Concert Chorus is open to ninth grade and other new singers who wish to participate in the choral program at BHS. In addition to performances, members in this group will engage in a program designed to improve their musical skills in rhythm, reading and technical proficiency

on their voice part. This course will include the study of music theory through instruction and workbook assignments, rehearsal procedure and discipline, attitude, proper practice habits and a variety of issues that deal with becoming a strong asset to the choral program. All students interested in singing are encouraged to sign up for this course, even if you do not presently sing.

Prerequisite: Must be able to match pitch.
.....Credit: 1

711 Senior Chorus

The Concert Chorus is open to students interested in choral performance. Students should have the desire to study choral music and to commit to the improvement of their own vocal development. Literature of all styles will be performed and studied while giving proper attention to singing technique, music reading, analysis and evaluation. Some discussion of the historical and cultural background of the music will also be offered. Students who wish to play a more active part in their choral development are offered the opportunity to audition for the Champlain Valley District, the Vermont All State, and the New England Music Festivals. In addition to the scheduled performances each year, students will also be given the opportunity to perform in several Small Ensemble Performances in a more intimate setting.

Prerequisite: Must be able to match pitch.
.....Credit: 1

713 AP Elementary Harmony: Theory and Practice*

This course is offered to students wishing to learn about the fundamentals of music, centering on the study of harmony and melody as the first year of a possible two-year music theory program. The subject matter ranges from basic fundamentals through diatonic harmony, dissonance treatments, elementary formal structures, melodic analysis and writing, and concludes with secondary dominant harmonies and elementary modulations. This course is offered to those individuals who wish to know more about the way music is put together and how music works. The first year of this course enables a student to take an Advanced Placement exam in order to defer one year of college music theory.

Prerequisite: Previous ensemble experience and/or permission of instructor.....Credit: 1

714 Advanced Harmony (Honors)*

This course is offered to students wishing to study advanced principles of music writing and analysis. The subject matter will be challenging, and the student will be expected to spend considerable time focusing on the advance principles of writing music, analyzing compositions and studying the masterworks of the literature. This course is designed for those that have a

serious intent to make music a part of their future life and wish to delve into intricate matters of music composition.

Prerequisite: Elementary Harmony: Theory and Practice
.....Credit: 1

716 Music Literature

Students who elect this course will study the music of the master composers from early medieval times to the present. It is designed for students who have an interest in the great music of western civilizations, and an interest in learning more about composers, their music and what makes this music great. Students will listen to masterworks daily, exploring them further and discussing them in class. Guest lecturers will be invited and students will attend concert performances.

Prerequisite: A serious attitude to learn and an avid interest in the subject matter. Prior music experience is helpful but not necessary.....Credit: 1

Madrigal Choir

The Madrigal Choir is BHS's most select performing vocal ensemble. One must audition for the ensemble and be invited to participate. The choir takes great pride in their performance standards: any individual desiring to be a part of this ensemble must be totally committed to the vocal art and prepared to commit a substantial amount of time preparing for rehearsals and performance. The intent of the group is very serious, and the rehearsals are demanding and rigorous. The ensemble performs several times a year, culminating with a final performance in June.

Prerequisite: Meets at night; audition required

WORLD LANGUAGES

Effective communication based on knowledge of language and cultures is important to students living in a world that will be dramatically different from that of their parents and grandparents. The opportunity for learning a language other than English is available to all Burlington students with an emphasis on culture and communication. Students may choose to study Latin, French, German, Chinese, or Spanish throughout their high school years.

BHS Graduation Requirement

The Burlington High School graduate understands and communicates at a basic level in at least one language in addition to English.

To achieve the graduation requirement, generally at the end of Level 2, a student must:

- *communicate through a series of learned phrases and vocabulary related to self*
- *demonstrate some understanding of social and cultural aspects associated with the language*
- *understand some ideas and familiar details when listening to uncomplicated speech or reading short texts.*

Students who begin a new language at BHS should expect to take that language for a minimum of two years in order to attain the graduation requirement.

Students who are interested in attending a four-year college or university, and wish to become more independent users of language, should attain a grade in the B range in Level 2 and plan to take a **three to four**

year sequence of language study while at Burlington High School.

Students aspiring to a level of proficiency in which they can read and comprehend relatively sophisticated texts, and speak and write with greater confidence and fewer hesitations, are encouraged to continue into Honors and AP classes throughout their high school career.

GRADE	COURSES (Level 2 required)
9-12 Courses	French 1, 2, 3, 4, 5 AP French Spanish 1, 2, 3, 4, 5 AP Spanish Latin 1, 2, 3, 4 AP Vergil German 1, 2, 3, 4 Chinese 1, 2, 3

COURSE OFFERINGS

FRENCH

200 French 1



An introduction to the French language and culture, this course offers the building blocks of second language acquisition through the alphabet, number system, basic grammar structures and vocabulary. Students learn to communicate about themselves in such areas as family, school, leisure activities, clothes, etc. and their surroundings. They can

identify cultural objects, images, and symbols, and contributions of the target culture. Knowledge in other subject areas (math, social studies, art, etc) is reinforced. Students can identify differences in language and cultural patterns and can identify the target language in their daily lives. They will begin to develop the ability to greet and respond to greetings, introduce and respond to introductions, engage in conversations, express likes and dislikes, make requests, obtain information, understand some ideas and begin to provide information. They can expect to speak in short sentences of directed dialogues, to write simple sentences, to read short passages for comprehension and to listen to patterns of conversations. Stage I proficiency is assessed during the year.

Prerequisite: Little or no previous experience with French.....Credit: 1

200x French 1: Additional Studies

This course is designed for students who need an additional year to achieve language proficiency as described in French 1. Students will review and reinforce and, if necessary, relearn the skills and knowledge learned in the previous level with additional time given to practice the skills needed to continue to French 2.

Prerequisite: C+ or lower in French 1 and/or recommendation of middle/high school French 1 teacher.....Credit: 1

202 French 2

This course is designed for students who successfully completed Level I and/or achieved the necessary standard on the placement exam. Content topics of French 1 are explored in more depth. Cultural behaviors are studied and practiced. Authentic materials, intended for native speakers, are introduced. Students are able to participate in school-wide multicultural activities in French. Progress is assessed throughout the year.

Prerequisite: B- or higher in French 1 and/or recommendation of middle/high school French 1 teacher.....Credit: 1

203 French 3

At the third level students continue to acquire skills leading to greater proficiency. Content topics of French 1 and 2 are explored in more depth. Students develop the ability to make requests; express their needs; understand and express important ideas and some detail; describe and compare; and use and understand expressions indicating emotion. They will be able to create simple paragraphs when writing; understand important ideas and some details in highly contextualized authentic texts when reading; and use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening. Progress is assessed

throughout the year. Students may participate in the school's travel and language trip to France.

Prerequisite: B- or higher in French 2, meeting standards on Level 2 Placement Test, and/or recommendation of middle/high school French 2 teacher.....Credit: 1

204 French 4

This course offers students who wish to continue the study of French the opportunity to expand their knowledge and skills. Topics culturally pertinent to French include history, art, literature, music, current affairs and civilization, with an emphasis on significant people and events in their fields. Other topics include career choices, environment, social and political issues, sports, business, and technology. Students begin to analyze cultural behaviors, recognize and use idiomatic expressions; and interact appropriately in realistic situations. Progress is assessed throughout the year. Students may choose to participate in the school's travel and language trip to France.

Prerequisite: B- or higher in French 3 and/or recommendation of French 3 teacher.....Credit: 1

205 French 5 (Honors)*

In French 5 students increase their knowledge and improve their proficiency engaging in meaningful communication. Pronunciation, expressions, vocabulary and grammar topics are reviewed and practiced using a variety of authentic resources including music, recordings, films, literature excerpts, newspapers and magazines. Skills developed include the ability to clarify understanding, express and understand opinions, narrate and understand narration, and identify, state, and understand feelings and emotions. Students read, analyze and engage in class debates, write essays, reflections and reactions, give and critique presentations, present skits and role-play activities, and complete written and oral projects. The course is conducted entirely in French. Students may participate in the school's travel and language trip to France.

Prerequisite: B- in French 4 and/or recommendation of French 4 teacherCredit: 1

206 AP French *

This course is designed for students who wish to develop proficiency and to perfect their language skills. The emphasis of the course is on the development of the four basic skills: listening, reading, writing and speaking. The content of the course reflects a wide variety of academic and cultural topics (the arts, history, current events, literature). The materials include authentic resources designed for native speakers throughout the French speaking world and take the form of recordings, films, newspapers and magazines. In this course, students are preparing for the Advanced Placement French language examination and carry out a variety of assignments. They

are asked to read articles or excerpts from texts, report and present key ideas and themes, and discuss points of view on a variety of topics. Students write essays, reflections and reactions to newspaper articles, literature, debates or class discussions. Students are exposed to views of native speakers from the French speaking world on various issues and are asked to listen to, interpret, and summarize information and ideas. The course is entirely conducted in French. Students may choose to participate in the school's travel and language trip to France.

Prerequisite: B- or higher in French 5 and/or recommendation of French 5 teacher.....Credit: 1

SPANISH

220 Spanish 1



Students in this introductory course begin to develop the ability to greet and respond to greetings; introduce and respond to introductions, engage in conversations, express likes and dislikes; make requests; obtain information; understand some ideas and familiar details, and provide information about topics pertaining to the self and others: family, friends, home, school and schedules, and leisure activities. They can identify Hispanic cultural perspectives and practices beyond the school setting, make connections between Spanish and other disciplines they study, and identify similarities and differences between Hispanic and English language and behaviors. Spanish I students begin to speak in short sentences of directed dialogues, write simple sentences, read short passages enhanced with visual clues and understand some ideas and familiar details presented in clear, uncomplicated speech when listening. Progress is assessed throughout the year.

Prerequisite: Little or no previous experience with Spanish.....Credit: 1

220x Spanish 1: Additional Studies

This course is designed for students who need an additional year to achieve language proficiency as described in Spanish 1. Students will review and reinforce and, if necessary, relearn the skills and knowledge learned in the previous level with additional time given to practice the skills needed to continue to Spanish 2.

Prerequisite: C+ or lower in Spanish 1 and and/or recommendation of middle/high school Spanish teacher.....Credit: 1

222 Spanish 2

This course is designed for students who have successfully completed Spanish 1 and/or achieved the necessary standard on the placement exam. Content topics of Spanish I are explored in more depth. Cultural behaviors are studied and practiced. Authentic materials, intended for native speakers, are introduced. Students are able to

participate in school-wide multicultural activities in Spanish. Proficiency is assessed throughout the year.

Prerequisite: B- or higher in Spanish 1 and/or recommendation of middle/high school Spanish teacher.....Credit: 1

223 Spanish 3

In Spanish 3, students continue to acquire skills leading to proficiency at Stage II. Content topics of Spanish 1 and 2 are explored in more depth. Students develop the ability to make requests; express their needs; understand and express important ideas and some detail; describe and compare; and use and understand expressions indicating emotion. They will be able to create simple paragraphs when writing; understand important ideas and some details in highly contextualized authentic texts when reading; and use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking and listening. Progress is assessed throughout the year.

Prerequisite: B- or higher in Spanish 2, meeting standards on Level 2 Placement Test, and/or recommendation of middle/high school Spanish teacher.....Credit: 1

224 Spanish 4

Students may elect to continue their study of the Spanish language and Hispanic culture through this course, which continues to foster the enhancement of communication skills through expanding content and higher expectations. The content will range from self-related topics (family, friends, home, school, activities, likes and dislikes, shopping, clothes, pets) through less personal concerns (geography, history, directions, weather, cultural/historical figures, places and events, transportation and travel, food and eating customs, and work and professions), to broader topics culturally pertinent to the target language (art, literature, music, current affairs and civilization). Students begin to analyze cultural behaviors, recognize and use idiomatic expressions; and interact appropriately in realistic situations. Proficiency is assessed throughout the year.

Prerequisite: B- or higher in Spanish 3 and/or recommendation of high school Spanish teacher.....Credit: 1

225 Spanish 5 (Honors)*

Students may expect intensive exposure to wide ranging and demanding content, and where high expectations and demanding standards in all skill areas and in all aspects of scholarship will be the rule. Content will range from that delineated for Spanish 4, through topics of broader cultural significance such as the educational system, the government, and political and social issues. Skills developed include the ability to explain and clarify understanding; express and understand opinions; narrate and understand narration in the present, past, and future;

and identify, state, and understand feelings and emotions. When speaking, students use strings of related sentences; when writing, they can create simple paragraphs; when reading, they can acquire knowledge and new information from comprehensive, authentic texts; and when listening they are able to understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners. Preparation for the Advanced Placement examination in Spanish begins at this level. The course is entirely conducted in Spanish. Students may choose to participate in the school's travel and language trip to Peru.

Prerequisite: B- or higher in Spanish 4 and/or recommendation of high school Spanish teacher.....Credit: 1

226 AP Spanish *

In this course preparation for the Advanced Placement Examination becomes a central motivating factor. The course content will include substantial readings at native language levels. Students will develop their skills in the following areas: (1) the ability to comprehend formal and informal spoken Spanish; (2) the acquisition of vocabulary and grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; (3) the ability to compose expository passages; and (4) the ability to express ideas orally with accuracy and fluency. Objectives specific to the literature component include: (1) the ability to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish; (2) the ability to do a close reading of literary texts of all genres in Spanish; (3) the ability to analyze critically the form and content of literary works (including poetry) orally and in writing using appropriate terminology. The course is entirely conducted in Spanish. Students may choose to participate in the school's travel and language trip to Peru.

Prerequisite: B- or higher in Spanish 5 and/or recommendation of high school Spanish teacher.....Credit: 1



LATIN

The Latin program emphasizes the benefits of studying a classical language as a foundation for other languages. The student will improve vocabulary and grammar in English. Instead of an oral approach, the focus is on the relevancy of studying classics so that a student can integrate other studies of art, history, and mythology with the classical world. The National Latin Exam is available for all Latin students at all levels as well as travel opportunities such as spring trips to Italy or excursions to museums in Boston and New York. The Cambridge International exam is also available.



231 Latin I

Latin I exposes students to the language, culture and history of the Romans. An introduction to the language through the Cambridge Series emphasizes comprehension of the Latin language by reading it and thus understanding the social and political history of the Romans, especially during the first Century A.D. The year will focus on Pompeii, the city buried by Mt. Vesuvius in A.D. 78.. A variety of cultural topics are explored including family life, entertainment, education, food, slavery, art and architecture (through slide presentations) and religion. In addition, students become familiar with the geography of the ancient world and study the relationship of Latin vocabulary to English. The historical drama, *I Claudius*, is shown to give students an overview of the early empire and emperors. The result of the student's study of Latin is improved knowledge of both English vocabulary and grammar, an expanded understanding of the relationship of the ancient world to his or her own, and an appreciation for other foreign languages and cultures.

Prerequisite: Little or no previous experience with LatinCredit: 1

232 Latin II

Students in Latin II further expand their knowledge of the language, culture and history of the Romans. The Cambridge Series continues with Alexandria and Roman Britain, through which students are introduced to the diversity of cultures that comprised the Roman Empire. In addition, a general survey of the major figures of Roman literature is presented, and students begin to read adapted passages from Roman authors. Ovid's *Metamorphoses* is read in English providing students with an understanding of the myths of the Greeks and Romans and the relationship of these myths to themes in Western literature and civilization. Independent projects and papers are an integral part of the course. Students who have successfully completed the course will have met the BHS graduation requirement for World Languages.

Prerequisite: Completion Latin ICredit: 1

233 Latin III

The Cambridge Series pursues readings in philosophy, engineering, the legionary soldier, and religion. The Romans abroad in the West, i.e. Britain, and in the East, i.e. Masada, offers further study of social and historical topics. Students will read about Rome during the reign of Domitian and study the art and architecture of the city of Rome with Emphasis on the Roman Forum. Students will also study the role of the legionary soldier in the empire. Vergil's great epic, the *Aeneid*, is read in English providing students with knowledge of the mythology connected with Rome's foundation. Students will work on mastery of the language by acquisition and understanding of advanced grammar and reading Latin in the original.

Prerequisite: Completion Latin II; recommendation of Latin teacher.....Credit: 1

234 Latin IV (Honors) *

Through thematic readings from a selection of Roman authors such as Catullus, Vergil, Ovid, Phaedrus, Martial, and Pliny, the student reads about Roman city planning, Roman expansion in the provinces, and Roman concepts such as friendship. Choices span from letters, poems, and prose to complete their classical background. Students continue to work on mastery of the language by acquisition and understanding of advanced grammar and reading Latin in the original.

Prerequisite: Successful attainment of assessment criteria; recommendation of Latin teacherCredit: 1

236 AP Vergil

In AP Vergil the emphasis is on the reading of Latin poetry in the original by translating the Advanced Placement selections of *The Aeneid*. The entire work of Vergil is also read in English as well as other examples of epic literature like *The Iliad* of Homer. In this course basic literary work in figures of speech, scansion, and other stylistic devices are introduced and an intensive grammar review is provided.

Prerequisite: Successful completion of assessment criteria; recommendation of Latin teacher.....Credit: 1

GERMAN

241 German 1

Students in this introductory course begin to develop the ability to greet and respond to greetings; introduce and respond to introductions, engage in conversations, express likes and dislikes; make requests; obtain information; understand some ideas and familiar details, and begin to provide information about topics pertaining to the self and others: family, friends, home, school and schedules, leisure activities, etc. They can identify German cultural



perspectives and practices beyond the school setting, make connections between German and other disciplines they study, and identify similarities and differences between German and English language and behaviors. German I students begin to speak in short sentences of directed dialogues, to write simple sentences, to read short passages enhanced with visual clues and understand some ideas and familiar details presented in clear, uncomplicated speech when listening. Progress is assessed throughout the year.

Prerequisite: Little/no experience with German...Credit: 1

242 German 2

This course is designed for students who have successfully completed German 1. Content topics of German I are explored in more depth. The topics covered are designed to steer the student to express opinions, ask questions and participate in simulations of real-life situations, such as searching the newspaper for advertisements on housing and employment, sales in stores, or articles on the weather and world events. Other real-life topics are concerned with everyday life such as shopping for groceries and planning meals, purchasing gifts, discussing free time activities and hobbies, eating in restaurants, and finding one's way in a German city. Short stories, poems, films, and cultural readings all help the students to further improve their reading, listening and speaking skills. Authentic materials, intended for native speakers, are introduced. Students are able to participate in school-wide multicultural activities in German. Progress is assessed throughout the year. Students who have successfully completed the course will have met the BHS graduation requirement for World Languages.

Prerequisite: B- or higher in German 1 and recommendation of German teacher.....Credit: 1

243 German 3

At the third level of language study, students continue to acquire proficiency skills, and the content topics of German 1 and 2 are explored in more depth. Subjects such as German restaurants, sports, health care and educational systems are included at this level. Students also begin to read, discuss, and debate topics introduced in contemporary literature, including short stories by such authors as Brecht, Borchert and Bichsel. Units on German children's literature, and issues of the German cultural and current events magazines *Das Rad* and *Schuss*, give the students opportunities to compare and contrast cultures in a more direct and personal way. A unit on Norse mythology offers students the opportunity to synthesize their learning. Students develop the ability to make requests; express their needs; understand and express important ideas in some detail; describe and compare; and use and understand expressions indicating emotion. They will be able to create simple paragraphs when writing; understand important ideas and some details in highly contextualized authentic texts when reading; and use and understand learned expressions, sentences, and strings of

sentences, questions, and polite commands when speaking and listening. Progress is assessed throughout the year.

Prerequisite: B- or higher in German 2 and/or recommendation of German teacher.....Credit: 1

245 German 4 (Honors)*

This course continues to foster the enhancement of communication skills through expanding content and grammatical knowledge. Students will explore literature, cinema history, and culture, the financial and economic world, environmental concerns and human creativity. Literary works ranging from medieval German epics, the original Brother's Grimm Fairy Tales and their modern interpretations, through poetry and short stories, as well as sections of Goethe's Faust to Rilke's poems and Borchert's post WWII works, generate many opportunities for projects, debates and discussions. A unit on literature, art, and music of the Holocaust, as well as the study of propaganda and its influence on the youth of Germany, is offered during the second semester. This unit includes guest lectures from Holocaust survivors of concentration camps and professors from the UVM departments of Hebrew, German, and Russian. Students begin to analyze cultural behaviors, recognize and use idiomatic expressions; and interact appropriately in realistic situations. Progress is assessed throughout the year.

Prerequisite: B- or higher in German 3 and recommendation of German teacherCredit: 1

CHINESE

251 Chinese 1



This introductory course is designed for students with no prior knowledge of Chinese. Instructional emphasis is on developing listening and speaking abilities. In learning reading and writing skills, Pinyin (phonetic symbols), rather than Hanzi (characters), is used as the primary means of instruction and learning. Students also learn the fundamentals of sentence structure, word order and other basic grammatical points. Knowledge of Chinese culture, society and history is integrated into the course. At the end of the course, students are able to engage in basic social interactions in content-specific situations with each other in the target language. Progress is assessed throughout the year.

Prerequisite: NoneCredit: 1

252 Chinese 2

This course builds on the skills of students who have successfully completed Chinese 1. A transition from Pinyin (phonetic symbols) to Hanzi (characters) takes place. While continuing to build up listening and

speaking skills, students are expected to learn more Hanzi (characters) in reading and writing. Elements of syntax, grammar and other language structures are studied more carefully. Chinese history and society are also studied in more details. Students who successfully complete the course will have met the BHS graduation requirement for World Languages.

Prerequisite: Chinese 1 or permission of the instructor Credit: 1

253 Chinese 3 (Honors)*

Students in Chinese 3 continue to acquire skills leading to proficiency. Content topics of Chinese 1 and 2 are explored in more depth. Students develop the ability to make requests; express their needs; understand and express important ideas and some details; and describe and compare. Upon successful completion of the course, students can use and understand learned expressions, sentences, strings of sentences, questions, and polite commands when speaking and listening; use and understand important ideas and some details in highly contextualized authentic texts when reading and writing. Progress is assessed throughout the year.

Prerequisite: Chinese 2 or recommendation of teacher Credit: 1

International Travel

Students enrolled in World Language courses at Burlington High School have opportunities to enrich their study through travel abroad. These trips enable students to practice their language skills, experience diverse cultures, visit museums and arts events and learn the history of the countries they visit. Students and families are responsible for all travel expenses. Some language club fund raising also helps with these exchange programs. Students interested in international travel should consult with their World Language teacher to learn about the opportunities available.

HISTORY AND SOCIAL STUDIES

The general purpose of a history and social studies education is to help students develop the skills and basic knowledge needed to be responsible, contributing members of both our democratic society and the increasingly interdependent global society. By studying the past and present, and by learning how to anticipate the future, students can begin to better understand the general workings of all societies, the specific aspects of existing societies, and the role they play as individuals in their community and in the world.



The three-year required sequence of Civics and World Societies, World and US History, and Twentieth Century World and U.S. History gives students an opportunity to hone their understanding of American civics and world geography and religions, and to identify major historical eras and trends throughout history, from both western and non-western perspectives. Students, in the first year of the sequence, will spend a semester focused on American Civics – the history and workings of our American form of government. During this first year, students will spend a semester focused on mastering their understanding of world geography and religions, and how place, location, region, movement and interaction mold cultures and societies. This first-year course in Civics and World Societies will provide students with the foundation they need to move into their studies of global history.

The last two years of the sequence will focus on World and US history, giving students an opportunity to sharpen their critical thinking skills by analyzing periods of transition and by interpreting the political, economic, and social influences of the past on the present. Students also will learn to identify and analyze the various time periods on all continents. The program reinforces student knowledge of major geographic features of the world, and has students analyze the relationships between geography and historical events and economic development throughout the world, including the United States. The study of citizenship, conflicts and their resolutions and relations among different nations and people will enable students to learn how to interpret evaluate and analyze information so they can make effective choices and decisions in their own lives. Finally, through the study of history and the role individuals have played in change – both evolutionary and revolutionary – students will better understand their role and responsibility in our democratic society.

In addition to the required three-year sequence, students are encouraged to elect other history and social studies courses that give focus to specific areas of history and the social sciences. Electives offer students a chance to pursue areas of personal interest while continuing to hone their critical thinking skills.

BHS Graduation Requirement

The Burlington High School graduate analyzes problems and the role of citizens using perspectives that reflect the differences among cultures and peoples by the application of knowledge and strategies learned from history and social studies.

To achieve the graduation requirement, a student must:

- use historical evidence to formulate positions, viewpoints, and to understand current issues;
- apply geographical principles;
- explain democratic and constitutional principles and practices, compare them to other forms of government and demonstrate the ability to take action within the political system;
- explain how different cultures express, communicate, and instill their most important ideas;
- analyze basic economic problems confronting individuals, nations, and the world.

GRADE	COURSES (3.0 Credits Required)
9 Required	Civics/World Societies
10 Required	World and U.S. History 1500-1876
11 Required	Twentieth Century World & U.S. History, or AP U.S. History
12 Electives	Anthropology Economics History Goes to the Movies Psychology Public Issues and World Affairs Women's History AP U.S. Government and Politics The United Nations and World Affairs AP World History

COURSE OFFERINGS

NINTH GRADE

Civics/World Societies (Required for all 9th grade students)

Civics/World Societies is a one-year course that dedicates one semester to the study of American Civics, and one semester to the introduction of world history, geography, and the world's religions. American Civics focuses on the practical, modern-day operations of our federal, state, and local government systems with connections to historical events and philosophical ideas. Students are expected to demonstrate their understanding of how our democratic republic functions, and their roles and responsibilities as citizens. The semester of World Societies uses the study of the world's predominant religions to introduce students to the study of history and geography. The course covers the historical eras that stretch from the beginnings of Hinduism and Judaism through the Protestant Reformation. The focus of this semester is on the

development and spread of the world's major religions and philosophies within their historical context.

Prerequisite: Three options are offered with placement determined by reading and comprehension skills, prior academic achievement in middle school social studies, and recommendations of the eighth grade history teacher.

301 Civics/World Societies

This course is designed for the student who needs extra assistance in reading, writing and study skills. Students are chosen for this level through recommendations of Middle School teachers and guidance counselors.
.....Credit: 1

302 Civics/World Societies I

This course is designed for all students reading at or above grade level. Assignments within classes will be adjusted to insure that all students are challenged in this introductory college preparatory high school Social Studies course.....Credit: 1

303 Civics/World Societies I Honors *

This course is designed for the student who wishes the extra challenge of an accelerated course and who has demonstrated strong achievement in reading and writing skills and in middle-school history/social studies courses.....Credit: 1

TENTH GRADE

World and U.S History –(1500 to 1898) (Required for 10th grade students)

This course surveys the development and history of cultures and nations during the early modern age. It has a particular focus on the United States and its development, influence and changing role during the 16th through 19th centuries. The course also focuses on how revolutions of the arts, of philosophy, of science, of politics, and of industry have changed relationships among peoples and nations worldwide. This course will include the study of industrialism, imperialism, capitalism, socialism, Marxism, communism and nationalism.

Prerequisite: Three options are offered with placement determined by reading and comprehension skills, prior academic achievement in Civics/World Societies, and the recommendations of the ninth grade history teacher. A grade of B or better in ninth grade history is expected for any student wishing to enroll in the Honors level.

304 World and U.S History

This course is designed for students who need extra assistance in reading and writing skills while studying the development and changes of nations and cultures throughout the world during this time period.
.....Credit: 1

305 World and U.S History I

This is a college prep level course, designed to acquaint the student with important events, ideas, people and institutions that have shaped World and U.S. History. It is also designed to help these students develop the skills that are needed to study at a college level. Wide and varied readings and resources both primary and secondary will be used. They will present conflicting interpretations, and students will be encouraged to deal with historical questions analytically and critically.
.....Credit:1

306 World and U.S History I Honors *

This course is designed to challenge students to study World and U.S. History in depth, with emphasis on central questions, problems, causes, decisions and interpretations. Students will think about and discuss forces, issues, ideas, themes and problems in the world, the U.S. and Vermont during this period. Wide and varied readings and resources both primary and secondary will be used. They will present conflicting interpretations and students will be encouraged to deal with historical questions analytically and critically. Students are expected to have strong reading and writing skills as a prerequisite for this course.
.....Credit:1

ELEVENTH GRADE

Twentieth Century World & U.S. History
(Required for 11th grade students)

This course is the second year in the required two-year world and U.S. history sequence on the culture and history of the World. We focus on the 20th Century and how the world of nations was shaped and directed by the emergence of the United States as the preeminent world power over the course of this century. Linkages to the 21st century and ongoing global awareness highlight our study of the modern world.

Prerequisite: Four options are offered with varying academic challenges. Placement is determined based on reading and comprehension skills, prior academic achievement, and the recommendation of the 10th grade History teacher. Students interested in selection to the AP History course have achieved a B or better average in the 10th grade.

307 Twentieth Century World & U.S. History

Students who elect this course will examine the 20th Century and the role the United States of America has played in shaping the world as the 21st Century unfolds. A strong emphasis will be placed on improving skills necessary for academic and social success. Successful completion will be demonstrated by meeting appropriate state and local standards.....Credit: 1

308 Twentieth Century World & U.S. History I

Students who select this class will examine the nature of the 20th Century and the role of the United States of America in this century. The academic work is designed to create a strong knowledge of the content and enable students to have the skills to be responsible citizens of the 21st Century.....Credit: 1

309 Twentieth Century World & U.S. History I (Honors) *

Students who select this course will focus on the issues of the 20th Century at the college preparatory level. A special emphasis will be on the role of the United States in shaping this century. There will be great importance directed towards reading, researching, and writing about the material at a level that will prepare students for work expected of students at an academic college.

.....Credit: 1

310 AP U.S. History *

This is a survey course in American history taught at the college level. The curriculum is based on an outline of standards and instructional strategies developed by the College Board for Advanced Placement courses. This is an intensive course, and students are expected to do summer reading in preparation for the course and take the Advanced Placement Exam in American History given in May. The prerequisite for admission to this course is a teacher recommendation from and at least a B+ final grade in World and U.S. Civilizations 1 Honors*.

.....Credit: 1

ELECTIVE COURSES

311 Psychology

Psychology is the study of human experience and behavior. This course deals with some of the how's and why's of human motivation and consequent behavior. Some topics discussed include: human development and personality theories, dreams, emotions, family relations, individual and group motivation and behavior, the social foundations of beliefs, attitudes and values, competition, aggression, violence, life planning and crises. Students will be introduced to the theories of Freud, Jung, Adler, Fromm, Erikson and Skinner. Students will apply the principles they learn to their own lives and environment.

Prerequisite: Seniors are given first preference. Juniors admitted on a space available basis.....Credit: 1

312 Economics

Economics is the study of how a society distributes its resources, most notably through the creation and maintenance of economic systems and markets. This course will provide students with an introduction to the economic concepts they will encounter in college through a series of real-life simulations. Students will maintain stock market portfolios to discover the forces of supply

and demand, develop a personal business plan to encounter the problems of scarcity and distribution, adopt an industry to chart the implications of globalization, and develop a marketing plan for a fictional product to acquire a grasp of consumer-driven markets. Students will be evaluated both on the extent to which they improve their individual economic knowledge bases, as well as the extent to which they add value to the economic understanding of the class as a whole.

Prerequisite: Junior or Senior standing.....Credit: 1

313 Public Issues and World Affairs

This course is designed for students interested in studying world, national, state and local issues impacting our culture and society. We examine current issues including politics, peace and war, government, social trends, cultural situations, the environment and issues relating to high school students and their interests. Students will select topics for research to examine particular events, personalities, and issues that influence the state, the nation, and the world. This is a discussion-based class with the opportunity to learn how to develop, articulate, and argue opinions and positions..

Prerequisite: Junior or Senior standing.....Credit: 1

314 Anthropology

This year-long elective course is an introduction to the field of anthropology. Anthropology studies the how and why of human development, both physically and culturally. The first part of the course delves into our physiological/ biological past, examining the concepts of human evolution and variation. The remaining portion will explore the concept of culture. We will look at issues like communication, food, sexuality, marriage, religion, social classes, family/kinship, and expressions of human creativity to better understand the complexity of culture. Independent reading and writing assignments, films, and class discussions are the primary tools for learning. Assessment of learning will be done mostly through essay writing, projects, and class participation. Observing the culture of BHS will be one way we will examine the layers of human culture. Students need to come with an open mind and a willingness to talk about their opinions of the topics we study.

Prerequisite: Junior or Senior standing, with preference given to Seniors.....Credit: 1

315 History Goes To The Movies

This course investigates the two-way relationship between how history is portrayed in movies and how the time when a movie is made impacts how it portrays history. Students will investigate this relationship through readings and movies, such as *Schindler's List*, *The Field*, *Saving Private Ryan* and *The Green Beret*.

Prerequisite: Junior or Senior standing or by permission of the teacher.....Credit: 1

317 Women's History

This seminar course investigates women's history around the globe. Each quarter students will decide what historic periods, what parts of the world they want to study regarding women's history and how they will be assessed. Students will perfect research skills and presentation skills by sharing their research and ideas with the entire class.

Prerequisite: Junior or Senior standing or by permission of the teacher.....Credit: 1

319 AP U.S. Government and Politics*

This course is designed to give students an understanding of political science and how they relate to topics of contemporary history, and an Advanced Placement option for their senior year. It will prepare students for the US Government and Politics exam that students are required to take in May. The course will be taught in a seminar format using materials from both Advanced Placement sources and current events to examine the development of both our structural government and our contemporary political scene. Interwoven into the curriculum of the course are Topics in 20th and 21st Century History. Examples of topics that may be included are War and Peace, Colonialism to Globalism, Technological Transformations of the World, the Rise of Fundamentalism, and the Implications of Science in Today's World.

Prerequisites: Senior standing or teacher recommendationCredit: 1

320 The United Nations and World Affairs

Description: The UN and World Affairs is a course in which the UN and its roles in the world today are studied

by examining the world's politics, economics, culture, geography, history, environment and current affairs. Our goal is to understand and propose solutions to the world's problems from the points of view of individual nations and from the point of view of the global community as represented by the UN and other international organization. In addition to classroom work, students may get involved in Model United Nations activities through the BHS Model UN Club by participating as delegates to Model UN conferences in the United States and abroad.

Prerequisite: Grade 10, 11, or 12 standing, teacher recommendation and commitment to participate in Model UN Club activities.Credit: 1

321 AP World History *

This senior elective offers students an opportunity to challenge themselves academically as they prepare for and take the World History AP exam in the spring. This course is designed to introduce students to college level reading, writing and critically thinking in the area of world history. The course approaches the study of world history thematically as it weaves through the development of human societies from the first agricultural revolution to today. Students will have an opportunity to revisit the world and U.S. history they studied in prior history/social studies classes, but will bring the study of the topics to a new level of understanding.

Prerequisite: Students must have successfully completed the required three year sequence of history/social studies, earning a B or better in their 11th grade course.....Credit: 1

INSTRUCTIONAL SUPPORT SERVICES



A wide range of academic and experiential learning opportunities is available for students with diverse needs and interests. Supported studies, tutorials, and alternative instruction classes assist students in meeting the

standards of academic content and application. Some components require referral and interview; others are elective options for all students. The program contains three focus areas:

PROGRAM FOR STUDENTS WITH INTENSIVE SPECIAL NEEDS

848 In-School Job Experience

Students are placed in jobs within BHS, including cafeteria, custodial work, office assistance and message delivery. Appropriate worker attitudes and on-the-job behavior is stressedCredit: Up to 2

849 Living Arts in the Home and the Community

Students learn basic life skills for home maintenance, cooking, using public transportation, shopping, restaurant use, and community recreation. Social skills, self-esteem and respect for others are also addressed.....Credit: 1

852 Community-Based Job Skills/Experience

Students learn job-related skills and/or work in community, business and industry where they practice the skills necessary for a successful job experience...Credit: Up to 2

867 Life Skills [MA]

Students are taught basic self-care, including health, dental hygiene, dressing, personal grooming, communications and daily routine. Skills necessary for maintenance in home living include cooking, cleaning, and clothing care.Credit: Up to 2

868 Social Skills [SS]

Students are taught to use verbal and non-verbal skills to express themselves effectively in a variety of pragmatic situations, including home, school, and work settings.Credit: Up to 2

869 Community Skills [SS]

Objectives include using public transportation, shopping, Laundromat, restaurant, and application of daily living skills in community settings..... Credit: Up to 2

870 Recreation and Leisure

Students learn a variety of handwork, games and leisure skills in the community such as bowling, hiking, skiing. Focus is on independence in selecting activities and in completing activities.....Credit: Up to 2

CONTENT AREA COURSES

853 Understanding Our World I [SS]

This course will help students to better understand our world through studying highlights of past civilizations and relating them to current world issues. Students will become knowledgeable about the importance of economics, geography, and citizenship in cultures both past and present.....Credit: 1

858 American History and Citizenship [US]

This course is divided into studies of American history, geography, constitutional government and citizenship, taught through films, field trips, discussion and reading.Credit: 1

860 Integrated Science [SC]

This course integrates human body systems and strategies for maintaining health and wellness with a fundamental knowledge and appreciation for our earth as a habitat for humans and other organisms.Credit: 1

862 Outdoor Adventure

Experience Vermont! This course is designed for the student who loves to be outdoors. Participants will learn how to fish, hike and identify plants and animals in their natural environments. By permission of instructor onlyCredit: 1

863 Math [MA]

This course emphasizes functional math skills, operations, and their practical application.....Credit: 1

864 English [EN]

These courses provide learning opportunities in reading, writing, listening, speaking, interpreting literature, and information processing.....Credit: 1

ASPIRE PROGRAM

Students from grades 9 through 12 may apply or be recommended by guidance counselors, teachers, or parents. They are expected to use time productively in order to earn **up to 1 elective credit per academic year or ½ elective credit per semester.**

902 Teacher Aide

Open to students after conference with guidance counselors and Aspire staff. Students can earn elective credit by assisting teachers with organizational responsibilities in classrooms. Students must secure a placement with a teacher, develop a work plan, and keep a journal of their experience..... Credit: Up to 1

903 Peer Tutor

Students can earn elective credit by acting as peer tutors. Students will work under a teacher’s supervision to provide tutoring to fellow students. Students will keep a journal and conference with Aspire staff during the school year..... Credit: Up to 1

906 Read 180

This course is for students who wish to increase reading comprehension skills. Students will learn a variety of strategies for understanding, interpreting, and analyzing texts. The course directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This class meets one block every day..... Credit: Up to 2

907 Aspire Supported Study

Students (grade 9-12) receive support for content-area course work and instruction in learning strategies focused on reading, writing, and math. Students may apply or be recommended by guidance counselors or faculty members. Students are expected to use time productively in order to earn elective credit..... Credit: Up to 1

908 Supplemental Reading

Students, selected by referral to instructor, will learn and practice strategies for reading improvement. Emphasis will be on improving decoding skills, sight vocabulary, and reading comprehension..... Credit: Up to 1

STUDENT SUPPORT SERVICES (SSS)

920 Supported Study Hall is a study hall offered to students on educational plans. Students receive services provided by the staff in the Student Support Center. Types of services students can receive are consultation with classroom teachers and additional academic instruction within a structured study hall..... Credit 1 (Elective)

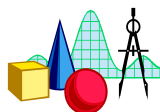
863X SSS Math Independent Study

.....Credit: Up to 1 (Math)

864X SSS English Independent Study

.....Credit: Up to 1 (English)

MATHEMATICS



The program in mathematics offers to all students a preparation in the knowledge and skills necessary for competence in mathematics, as well as preparation for further training. All courses in mathematics will aim to increase understanding of the basic concepts in mathematics.

Attention will be given to providing a deeper knowledge of our number system, experience with quantitative reasoning, study of the nature of proof and of the techniques of critical thinking, and knowledge of the contributions mathematics has made and is making to the progress of civilization. An appreciation and enjoyment of mathematics as a way of thinking is sought.

BHS Graduation Requirement

The Burlington High School graduate uses a variety of mathematical methods and appropriate technology to solve problems and functions confidently in a mathematically sophisticated world.

To achieve the graduation requirement, a student must:

- use mathematical reasoning in problem solving;
- communicate mathematics by using language, graphing symbols, concrete models, visuals, and technology to express and comprehend mathematical ideas;
- make mathematical connections;
- demonstrate a quantitative sense;
- demonstrate a spatial sense;
- demonstrate knowledge of arithmetic/algebraic properties;
- demonstrate an effective use of the basic concepts of probability and statistics.

SEQUENCE OF MATH COURSES (3.0 Credits Required)

Elements		
Pre-Algebra		
Algebra	Algebra I	
Geometry	Geometry	Honors Geometry
Applied Personal Math	Algebra II	Honors Algebra II
	Statistics or Trig/Discrete or Pre-Calculus	Honors Pre-Calculus
	Calculus	AP Calculus

GENERAL COURSE INFORMATION

Ninth Graders have six points of entry in Mathematics: Elements, Pre-Algebra, Algebra, Algebra I, Geometry and Honors Geometry.

- One of the three required credits for graduation is an Algebra credit.
- Students who take Applied Personal Math are Juniors or Seniors who already have 2 math credits.
- College-bound students generally should complete at least Geometry and Algebra II.
- Students wishing to transfer into Honors courses should have an A average in their previous math course and a teacher recommendation.
- Some students may also complete math requirements through ELL, Instructional Services, and technical center classes.

Course Offerings

401 Math Lab

Students who need additional time and supports to master basic math concepts and skills will be assigned Math Lab in addition to their coursework in Elements, Pre-Algebra, and other classes as appropriate. Students will use the Accelerated Mathematics program to individualize student learning.

Prerequisite: Recommendation of teacher

.....Credit: Varies
Up to 0.5 per year, not to be applied to math graduation requirements

402 Elements

This is the entry-level course in mathematics for students who need to upgrade their arithmetic skills. Topics will include the four basic operations, fractions, ratio and proportion, percents, and an introduction to geometric terms and figures. There will be individual tutoring. Students will work at their own pace using a hosted Accelerated Mathematics website. Students enrolled in this course will also be enrolled in Math Lab.

Prerequisite: Student must be able to perform all basic operations in whole numbers and decimals, place values, multiplication tables (1-12), and long division.

.....Credit: 1

404 Pre-Algebra

This course is designed for students who have a basic understanding of arithmetic and want to further their study of mathematics while strengthening their skills. Topics include working with variables, solving equations, proportion and, probability problems, and work with measurement in geometric problems. Mastery of this

course will provide the student the prerequisites to go on to study Algebra.

Prerequisite: Freshman, Sophomore or Junior standing and teacher recommendation.....Credit: 1

405 Algebra

This course is designed to give students the foundation of understating mathematics at a moderate pace. Essential material will be covered to prepare the students for Geometry. Topics covered will include simplifying algebraic expressions, properties of real numbers, solving equations, graphing linear equations and inequalities, solving system of equations, powers and exponents, quadratic equations, polynomials and factoring. Some lessons will include the use of the graphing calculator.

Prerequisite: C- in Pre-Algebra and teacher recommendation. This course will satisfy the Algebra credit needed for graduation.....Credit: 1

406 Algebra 1

This course gives students a firm foundation in secondary mathematics and is designed for the motivated math student. Topics covered include simplifying algebraic expressions, properties of real numbers, solving equations, graphing linear equations and inequalities, solving systems of equations, powers and exponents, quadratic equations, polynomials, factoring, and radical expressions and equations.. Some lessons will include the use of a graphing calculator.

Prerequisite: B in Pre-Algebra and Teacher recommendation.....Credit: 1

407 Applied Personal Mathematics

This course integrates the review of basic math skills with practical knowledge students need to become informed financial decision-makers. Areas covered will include wages, taxes, banking services, credit card buying, housing and automobile purchases.

Prerequisite: The student must have two math credits and Junior or Senior standing.....Credit : 1

408 Geometry

Geometry is a study of the properties and relationships of angles, triangles, polygons, and circles. The course begins with a few accepted terms and statements and proceeds to gradually build a solid body of mathematical reasoning. Work in the course involves intuitive discovery, constructions using a compass and straight edge, projects, and proofs.

Prerequisite: C- in Algebra or Algebra 1 and teacher recommendation. (Minimum requirement for most two-year colleges).....Credit: 1

409 Honors Geometry *

This is an accelerated course designed for the motivated math student with an above average interest in mathematics who is willing to devote the extra time necessary to succeed in an honors course. It covers all the topics presented in Geometry but in greater depth while stressing logical deductive reasoning. Additionally it covers topics from solid and coordinate geometry, loci, and transformations.

Prerequisite: A in Algebra or A- in Algebra 1 and Teacher recommendation. The teacher must make any waiver of course prerequisite. (Minimum requirement for most two-year colleges).....Credit: 1

410 Algebra II

Of all high school math courses, Algebra II is probably the most useful and needed course for future work in math, science, and other applied fields of study. Students will study first and second-degree equations and inequalities, real and complex number systems, systems of equations, matrices, functions, logarithms, sequences and series, and applications of right-triangle trigonometry. The graphing calculator will be used during the year.

Prerequisite: C- in Geometry and teacher recommendation. (Minimum requirement for most four-year colleges).....Credit: 1

411 Honors Algebra II *

The course is designed for students who are considering a career in mathematics, science, or engineering, and are willing to devote the extra time necessary in an honors course. It will present a more thorough and conceptual approach to the topics in Algebra II. In addition, it will cover rational functions and sequences and series. Each student will be required to have a graphing calculator (TI 83 Plus or TI 84) to use for the year.

Prerequisite: A in Geometry or B in Honors Geometry and teacher recommendation. The teacher must make any waiver of course prerequisite. (Minimum requirement for most four-year colleges).....Credit: 1

412 Pre-Calculus

This course is designed for students who plan to study calculus. Students will become involved with in-depth study of exponential, and logarithmic functions. They will study rectangular coordinates, polynomial and rational functions, trigonometry, polar coordinates, curve sketching and transformation of coordinates with emphasis on circles and parabolas. Each student will be required to have a graphing calculator (TI 83 Plus or TI 84) to use for the year.

Prerequisite: C in Honors Algebra II or B in Algebra II and a teacher recommendation.....Credit: 1

413 Honors Pre-Calculus *

This is an accelerated course designed for motivated math students with an above average interest in mathematics. It will cover all topics presented in Pre-calculus. In addition it will include conics and parametric equations. Each student will be required to use a graphing calculator (TI 83 Plus or TI 84).

Prerequisite: C in Honors Algebra II or B in Algebra II and a teacher recommendation.....Credit: 1

414 Calculus

Calculus is an advanced course intended for students who plan to continue in a mathematics-based field in college. This course offers much of the topics covered in a college course, with less focus on the proofs and theory. More focus is put on calculus applications at a less rigorous pace than that of the Advanced Placement course. The first part of the course covers the concepts of limits, continuity, and derivatives of a variety of functions. During the second part of the course students learn various techniques of integration and their applications. Each student will be required to have a graphing calculator (TI 83 Plus or TI 84) to use.

Prerequisite: C in Honors Pre-Calculus or B in Pre-Calculus.....Credit: 1

415 AP Calculus *

Calculus is a valuable course for students who eventually want to major in mathematics, science, engineering, or computer science. During the first part of the course, students will study limits, continuity, and derivatives and differentials of algebraic and transcendental functions. Then students apply the derivative to sketching and to problems in related rates, maxima and minima, and curvature. During the second part of the course, students learn various techniques and applications of integration. Students are required to take the Advanced Placement Examination in Calculus (Calculus AB) which is given in

May of each year. Each student will be required to have a graphing calculator (TI 83 Plus or TI 84) to use.

Prerequisite: B- in Honors Pre-calculus or A in Pre-calculus and teacher Recommendation.....Credit: 1

416 Trigonometry and Discrete Math

This course is limited to seniors who have successfully completed Algebra II, but may not feel ready to prepare for calculus. Fall trigonometry topics will include trig functions, distance and angular velocity, special angles, and right and oblique triangle applications. A partial list of Spring discrete topics include voting methods, fair division, apportionment, Euler and Hamilton circuits, critical paths, censuses, probability, statistics, taxes and credit cards. Special projects include property surveying, census surveying, and single topic research and presentation. Each student will be required to have a graphing calculator (TI 83 Plus or TI 84) to use for the year.

Prerequisite: C- in Algebra II, Senior standing only and teacher recommendation.

Students who have already received credit for Pre-Calculus can only receive 1/2 credit for this course.Credit: 1

420 AP Statistics *

This is an elective class for those students who may be taking an advanced science class their senior year or planning to pursue a college degree. Topics include constructing and summarizing single and multiple variable data, collecting sample and population data, creating and conducting surveys, understanding randomness, probability principles, normal and chi-square distributions, confidence intervals, and significance testing. Each student will be required to have a graphing calculator (TI 83 Plus or TI 84) to use.

Prerequisite: A- in Algebra II or B- in Pre-Calculus or higher and teacher recommendation.....Credit: 1

PHYSICAL EDUCATION AND HEALTH



Physical Education and Health courses are designed to provide students with the skills and knowledge necessary to lead a healthy and active life style. In Physical Education students are exposed to as many different types of activities as possible to encourage a life long pursuit of personal fitness. In Health, students learn self-awareness, coping skills, academic skills and social skills and make informed decisions regarding their own health, based on current information available.

BHS Graduation Requirements

The Burlington High School graduate accepts responsibility for personal fitness by demonstrating the relationship between nutrition, physical activity, and personal lifestyles in determining health and life choices.

To achieve the graduation requirement, a student must:

- demonstrate an understanding of basic techniques and strategies to balance social, mental, and physical health,
- understand and make thoughtful decisions relating to personal health and life choices

Physical Education

GRADE	(P.E. 1.5 credits required)
9 Required	Physical Education 100
10 Required	Physical Education 200
10-12 Electives	Movement Exploration Advanced Physical Education Sports Conditioning Teaching Team Sports

Health and Family Consumer Sciences

GRADE	(Health 0.5 credit required)
10 Required	Health
10-12 Elective	International Foods

014 Physical Education 100

This course takes a recreational approach to lifelong physical activities. Students will have an opportunity to experience most of the following activities: canoeing, Project Adventure, broomball, soccer, badminton, CPR/ First Aid/AED, floor hockey, universal weight training, snow shoeing, volleyball, table tennis, flag football, softball, Ultimate Frisbee, lawn games, and lacrosse.

Prerequisite: None.....Credit: 1

015 Physical Education 200

This course takes a recreational approach to lifelong physical activities. Students will have an opportunity to experience most of the following activities: recreational mountain biking, archery, exercise & physiology, ultimate Frisbee, lawn games, personal fitness, cross-country skiing, indoor tennis and volleyball.

Prerequisite: Completion of PE 100.....Credit: 0.5

016 Movement Exploration

This course will explore movement and dance as lifelong physical activities. Students will have an opportunity to experience many of the following activities: introduction to yoga, pilates, creative dance, Tae Bo, and Geo Fitness.

Prerequisite: Completion of PE 100Credit 0.5

017 Advanced Physical Education

This course takes a very active approach to lifelong physical activities. Students will have an opportunity to experience most of the following activities: trail-blazing and deep woods mountain biking, exercise physiology and personal fitness, deep woods cross-country skiing, competitive indoor tennis, and power volleyball.

Prerequisite: Completion of PE 100.....Credit: 0.5

018 Alternative Physical Education

The focus of this course is physical activity and nutrition and how it relates to the body. Students will participate in a variety of activities all designed around the fitness components: cardiovascular endurance, flexibility, muscular strength and endurance, flexibility, and body composition. Heart rate monitors as well as pedometers will be used on a regular basis. This course will be held based on a minimum of 10 students.

Prerequisite: None.....Credit: 1

019 Sports Conditioning

NEW. This new elective is a two-part course co-taught by Mrs. Botelho and Mr. Dvorak. Sports Conditioning will focus on the principles of sports training as well as strength training as it relates to cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. The second part of the course will provide students with an introduction to the principles of Sports Medicine. Students will gain an understanding of the concepts associated with injury assessment, tissue healing, wound care, protective equipment, therapeutic modalities, and exercise. This course will be held based on a minimum of 15 students.

Prerequisite: Completion of PE 100Credit: 0.5

020 Teaching Team Sports

NEW. This course is an exciting new elective for those students who may be interested in coaching and/or teaching physical education. The course is designed for students to learn the concepts and principles of team sports. Students will be responsible for researching and teaching skills for each unit that is covered in this course. Examples of units are: soccer, ultimate Frisbee, basketball, and badminton. At the end of each unit, students will be required to play each sport. This course will be held based on a minimum of 15 students.

Prerequisite: Completion of PE 100. Students who have already completed PE requirements and want to continue taking PE courses are encouraged to enroll... Credit: 0.5

030 Health

Students will receive current information that they can use to make informed decisions regarding their own health and health care. Topics covered will be: human dynamics, nutrition, food safety, food preparation, eating disorders, substance abuse prevention, communicable and non-communicable diseases, sexuality, and current topics.

Prerequisite: None.....Credit: 0.5

032 International Foods

During the first semester of this course, students will investigate regional food habits of the U.S. and/or other food issues such as diabetes, veganism, or hunger. Students will plan, prepare and serve dishes related to his/her chosen area and culminate with a buffet serving invited guests. During second semester, students will investigate the food choices and practices of an international culture or country, including global issues such as disasters, war and other catastrophes and their effect on the food supply. Students will plan, prepare, and serve dishes related to his/her chosen area and culminate with a buffet serving invited guests.

Prerequisite: 10-12 grade standing.....Credit: 0.5 or 1

SCIENCE AND TECHNOLOGY EDUCATION



Science and technology offerings are designed to equip students with scientific understanding of the natural world through knowledge of the basic concepts of science, scientific and technological modes of inquiry, the nature of scientific and technological work and the historical and social contexts of science and technology. Students will understand the basic concepts of the particular discipline they study, will be able to apply them to aspects of their own lives, and will be able to utilize them in combination with skills and knowledge obtained from other fields. The scientific and technological literacy they develop will enable them to make informed decisions in the home, community and workplace. In addition, all programs are designed to offer students experiences to develop a solid foundation and the advanced skills necessary to succeed in future careers in science and technology.

BHS Graduation Requirement

The Burlington graduate understands and applies scientific and technological concepts to explain and demonstrate an understanding of the world.

To achieve the graduation requirement, a student must:

- *demonstrate an understanding of and apply the basic principles, concepts and language of the biological earth and physical sciences.*
- *understand the historic development and dynamic nature of scientific thought;*
- *demonstrate the ability to work safely and effectively with laboratory measuring, manipulating and sensing devices;*
- *identify and design techniques for solving problems in science or technology.*

GRADE	COURSES (3.0 Credits Required)
9 Required	Biology
10 Required	Chemistry
11 Required (Optional)	Physics AP Biology AP Chemistry
12 Electives	Environmental Science Physics 2 AP Chemistry AP Biology Anatomy & Physiology
9-12 Tech Ed Electives	Tech Systems I Tech Systems II Topics in Technology Education: Graphic Design, Competitions, Construction, Architecture, Digital Photography

COURSE OFFERINGS

Ninth Grade



504 Biology

This full-year course focuses on biology and biological applications. This course also seeks to improve the student's science skills and thinking abilities.

The areas covered include biochemistry, cell physiology, genetics, evolution, plant and/or animal physiology, and ecology. Students in this course will have opportunities to meet the standards in Life Science and Problem Solving and Communication. In addition, some learning activities will address some standards in Physical Sciences and Universe, Earth and Environmental Science.

Prerequisite: Recommendation of 8th grade science teacher.....Credit: 1

505 Biology I

In this college-preparatory course students will regularly read textbooks, conduct labs, and write lab reports. The areas covered include biochemistry, cell physiology, genetics, evolution, plant and/or animal physiology, and ecology. Students will have opportunities to meet the standards in Life Science and Problem Solving and Communication. In addition, some learning activities will address some standards in Physical Sciences and Universe, Earth and Environmental Science.

Prerequisite: Recommendation of 8th grade science teacher; completion or concurrent enrollment in Algebra.....Credit: 1

506 Biology I (Honors)*

This challenging, laboratory-based course requires strong reading and writing skills. The areas covered include biochemistry, cell physiology, genetics, evolution, plant and animal physiology and ecology. Students in this course will have opportunities to meet the standards in Life Science and Problem Solving and Communication. In addition, some learning activities will address some standards in Physical Sciences and Universe, Earth and Environmental Science.

Prerequisite: Recommendation of 8th grade science teacher; completion or concurrent enrollment in Algebra I or GeometryCredit: 1

Tenth Grade

510 Chemistry



The primary emphasis of this course is on comprehension of the concepts of chemistry. Concepts are explained and related to experiences in the students' everyday world. Using hands-on laboratory investigations, students will study the scientific method, measurement, the properties and composition of matter, bonding and chemical reactions.

Prerequisite: Successful completion of Biology or Biology I, or by permission of Lead TeacherCredit: 1

511 Chemistry I

This is a traditional college preparatory Chemistry class, which emphasizes math and laboratory skills. Topics studies will include: measurement, atomic and molecular structure and theory, periodic law, chemical bonding and

nomenclature, equations, phases of matter, solutions and chemical reactions.

Prerequisite: Successful completion of Biology I and Algebra I, or by permission of Lead TeacherCredit: 1

512 Chemistry I (Honors) *

This college preparatory chemistry class is a rigorous, mathematically-oriented science course. Basic classical concepts are emphasized in class discussions and independent learning. Topics studied include: scientific measurement, atomic and molecular structure/ theory, periodic law, chemical bonding, formulas, equations and stoichiometrics, kinetic molecular theory, chemical reactions, acid and bases, and nuclear chemistry.

Prerequisite: Successful completion of Biology I or Biology I Honors and concurrent enrollment in or completion of Algebra II, or by permission of Lead Teacher Credit: 1

Eleventh Grade

520 Physics



This laboratory-based course utilizes a thematic approach to physics. Units may include the study of mechanics, energy, electrodynamics, optics and sound, and Earth and Space topics. Participation in cooperative groups is an integral part of this course.

Prerequisite: Completion of Biology, or by permission of Lead Teacher.....Credit: 1

521 Physics I

This is a conceptual-based laboratory oriented physics course designed for students with strong reading, problem solving and computation skills. Topics in physics include mechanics, Newton's Laws, energy, electrodynamics, optics and sound. Select topics are covered using mathematical relationships..

Prerequisite: Completion of Algebra I and Geometry, or by permission of Lead Teacher.....Credit: 1

522 Physics I (Honors) *

This math and laboratory-based course is designed for students with very strong reading, problem solving, and mathematics skills. Students work independently and in collaborative groups to discover important concepts in the study of mechanics, Newton's Laws, energy, electro-dynamics, optics and sound..

Prerequisite: Concurrent enrollment in or completion of Pre-Calculus, or by permission of Lead Teacher Credit: 1

525 AP Biology *

Advanced Placement Biology is an advanced, honors level biology program, which emphasizes molecular and cellular biology, genetics, evolution, and organisms and

populations. Students should also have a strong background in mathematics and should be proficient in the use of basic laboratory equipment and be familiar with laboratory safety procedures. Students in the course will take the Advanced Placement Examination in Biology given in May of each year. In 2010-11 this course will meet one block every other day.

Prerequisite: Successful completion of Biology I and Chemistry.....Credit: 1

526 AP Chemistry *

This is a challenging, mathematical, laboratory-oriented chemistry course designed for those students with interest in expanding their chemistry knowledge. Topics include extensions of ideas learned in Chemistry I, inorganic chemistry, introductory organic chemistry, analytical methods, thermochemistry, and chemical equilibrium. Students will take the AP Chemistry Exam in May.

Prerequisite: Successful completion of Algebra II & Chemistry I or Chemistry I Honors*Credit: 1

Senior Electives

530 Environmental Science

Students will study the interrelated parts and connections between earth systems and human impact upon them through laboratory exercises, modeling, debate and independent research. Additionally, students choosing this 12th grade, college-preparatory class will demonstrate reasoning, communicate solutions, and generalize findings. National and local environmental policy, planning, and impact are also explored in depth. Students may elect to study additional topics in order to prepare for the AP Environmental Science Exam in May.

Prerequisites: Senior standing with completion of or concurrent enrollment in Physics, or by permission of Lead TeacherCredit: 1

531 Physics II (Honors)*

This is an in-depth project-based course focusing on applications of physics in a range of disciplines. Physics II is designed for students with proficient math skills. Areas of study may include projectiles (including drag effects), rotational motion, fluid dynamics, hydraulics, thermodynamics, rocketry, and electricity and magnetism. The course emphasizes real-life applications of physics concepts. Students will learn to use computer spreadsheets to model complex phenomena.

Prerequisites: Successful completion of Physics I or Physics I Honors and successful completion of Algebra IICredit: 1

533 Human Anatomy and Physiology

Human Anatomy and Physiology is a challenging year-long course that encompasses the parts of the body and how they work. This course is designed for students who

are interested in pursuing careers in the health field after graduation or for those who wish to learn how their bodies work. Topics studied will include: the organization of the human body, systems that cover/support/move the body, systems that control by communication, systems that transport and protect, metabolic processing systems, and the cycle of life. *This course may or may not be offered in 2010-2011 depending on enrollment requests.*

Prerequisites: Senior standing with completion of or concurrent enrollment in Physics, or by permission of Lead TeacherCredit 1

DESIGN AND TECHNOLOGY EDUCATION



The mission of Design and Technology Education is to educate people regarding the study of technology in an ever-changing technological society. Design and

technology education provides application and relevance to concepts of math, science, and other subject areas. Students will develop safe and appropriate skills in a wide range of traditional and contemporary technologies; recognize, use, and prepare technical information to problem solve; and develop an appreciation for the relationships among individuals, technology, and society.

540 Technology Systems I

In this semester course, students will explore the four areas of technology education; communications, construction, manufacturing, and transportation. Student will research, design, and construct projects such as rockets, kites, aerodynamic dragsters, boats, CD covers, promotional posters, Rube Goldberg-type inventions, balsa towers or bridges. Class will involve notes, quizzes and tests, a heavy focus on hands-on projects, and a strong emphasis of the importance of safety in the shop.

Prerequisite: Freshman/Sophomore standing or permission of instructor.....Credit: 1/2

541 Technology Systems II [SC]

Students will continue to investigate the four areas of technology education with a more in-depth physics emphasis. Students will research, design, and construct projects such as parachutes, planes, single color screen printing, promotional brochures, maglev vehicles, electric transport units, roller coasters, computer aided design, cutting boards, robotic arms, alternative energy sources (wind, solar, hydro) and wooden pens. Class will involve notes, quizzes and tests, but focus heavily on hands-on projects.

Prerequisite: C or higher in Tech Systems I.....Credit: 1

542 Topics in Technology Education: *Fundamentals of Graphic Design* (Spring Semester)

During this fast-paced course, students will explore the graphic design world creating 2-D and 3-D projects. Software training will focus on Adobe Photoshop, Adobe Illustrator, Adobe InDesign. Students will also learn the

process of silk screen process printing. Students will participate in class critiques, demonstrations, and projects. Class will involve notes, quizzes and tests, and critiques with heavy focus on hands-on projects.

Prerequisite: 10-12th grade, Computer Lit.....Credit 1/2

543 Topics in Technology Education: *Competitions* (Fall Semester)

Students will prepare and participate in a wide variety of regional and state competitions as representatives from Burlington High School. Competitions may include, but are not limited to Technology Student Association events, UVM Design TASC events, Destination Imagination challenges and Odyssey of the Mind Long-Term Problems. Competitions are both group and individual based and involve technical skill, artistic talents, acting, and leadership. Class will focus on participation, teamwork, creativity, and problem solving.

Prerequisite: None (grade and credit not applied until third quarter)Credit: 1/2

544 Topics in Technology Education: *Construction* (Spring Semester)

Students will construct a children's playhouse. Students will further their skills with hand and power tools and learn to interpret blueprints. Class will focus heavily on the student's approach to shop safety, ability to participate as a team member, ability to follow verbal and written directions, and craftsmanship of the completed project.

Prerequisite: Tech Systems I and permission of teacherCredit: 1/2

545 Topics in Technology Education: *Chief Architecture* (Fall Semester)

Students will explore the architectural design world creating floor plans for a variety of settings. Once students gain a general knowledge of the software they may complete an approved individualized project that may include extensive architectural design or interior design or 3-D modeling. Class will involve notes and mini-projects with a heavy emphasis on computers.

Prerequisite: 10-12th grade, Computer Lit....Credit: 1/2

546 Topics in Technology: *Digital Photography/Imaging* (Fall Semester)

During this fast-paced course, students will learn digital single lens reflex (D-SLR) camera operation, composition, a general history of photography, and computer photo manipulation through the use of Adobe Photoshop. Projects which teach correct exposure, control of movement, depth of field, photographic perception and the understanding of photographic selection and 'framing' will be assigned. This course will involve lectures, demonstrations, critiques and discussions with a heavy focus on hands-on projects.

Prerequisite: Junior Standing and Art I..... Credit: 1

PRE-TECH COURSES

In association with the Burlington Technical Center, 10th grade students (or other students by permission of the instructor) may study technically-oriented classes for elective credit and meet the Career Exploration requirements.

814 Pre-Tech Engineering/Architecture/Construction

This proposed program for 10th graders is a one block introductory class for students who are interested in the engineering, architecture and construction fields. Students who complete this class are prepared to continue study as 11th graders in the BTC program

Principles of Engineering, Architecture and Construction (PEAC). In Pre-Tech, students will study the following:

- Careers in Engineering, Architecture & Construction
- Related math
- Basic computer aided design using AutoCAD
- Building site layout
- Floor systems
- Wall and roof framing
- Window and door technology
- Basic electricity

Prerequisite: 10th Grade standing..... Credit: 1

842 Pre-Tech Electronic Recording Arts

Electronic Recording Arts is offered to 10th grade students during second blocks on Blue and White Days. Students will be introduced to all of the technology in the Electronic Arts Program with an emphasis on studio production and the daily broadcast of "BHS Today," the in-house news and entertainment show at BHS. Post-production using Final Cut Pro will be used to create stories for "BHS Today" and other productions.

Prerequisite: 10th Grade standing..... Credit: 1

VIRTUAL HIGH SCHOOL



Burlington High School is a member of Virtual High School (VHS), an on-line provider of high school courses. 25 BHS students may take a course each semester. Students will receive 0.5 credit for courses completed. Students should be self-motivated and able to work independently in order to succeed in an on-line course. Access to computers can be arranged at BHS. Consult the Virtual High School (VHS) website for up-to-date information on available courses at www.govhs.org. See Mr. Brian Schwartz, Business and Technology Teacher and VHS Coordinator for BHS, in F206 or your guidance counselor to enroll. Depending on demand, seniors and then juniors will have first priority to enroll.

SELECTED VIRTUAL HIGH SCHOOL COURSES

101 Ways to Write a Short Story
American Foreign Policy
American Multiculturalism
Around the World in 80 Days
Art History: Renaissance to Present
Arts and Ideas: The Best of Western Culture
Astronomy: Stars and the Cosmos
Bioethics Symposium
CAD
Chemistry II: Chemicals of Civilization
Computational Science & Engineering Using Java
Creating Art History
Creative Writing for People Who Mean It
Cultural Identity Through Literature: Understanding Place
Democracy in America
Eastern and Western Thought
Engineering Principles
Entrepreneurs: Business Owners of the 3rd Millennium
Entrepreneurship: Starting Your Own Business
Environmental Chemistry
Epidemics: Ecology or Evolution
Ghoulies, Ghosties, and Long-Legged Beasties
Gods of CNN: The Power of Modern Media
Great Inventions and Scientific Discoveries
Hearts of Darkness: Meeting Ourselves in Literature
Heroes
History and Pop Music: 20th Century History and American Pop Music
Horror, Mystery and Science Fiction Literature: Edgar Allan Poe to the Present
Integrated Mechanical Physics / Logical Reasoning
Introduction to Computer Science
Introduction to Statistics
Investing in the Stock Market
Lewis and Clark's Expedition: Interactive Journey
Literacy Skills for the 21st Century
Maritime History: Riders on the Storm
Marketing and the Internet
Math You Can Use In College
Mathematical Reasoning and Logic Section
Mathematics of Electricity: Careers in Electric Power
Meteorology: A Study of Atmospheric Interactions
Mythology: Stories from Around the World
Nuclear Physics: Science, Technology & Society
Number Theory: Patterns, Puzzles & Cryptography
Parenting in the Twenty-First Century
Peacemaking
Practical Law: What You Need to Know About Law
Programming in Visual Basic
Science Fiction Short Stories
Screenwriting Fundamentals
Spanish Culture & 20th Century Hispanic Literature
Sports and American Society
Statistics and Business Quality Management
The Glory of Ancient Rome
The Golden Age of Classical Greece
The Holocaust
The Human Body
The Vietnam War
Twentieth Century Women Authors
World Religions

BURLINGTON TECHNICAL CENTER



The Burlington Technical Center offers high school students the opportunity to develop the technical, academic and employability skills needed to start careers either through employment after high

school or by continuing on to college. BTC partners with area businesses and organizations to provide career exploration and develop technical and employability skills through job shadows, internships or paid work experiences.

Students attend the Burlington Technical Center for 2 hours and 15 minutes, either in the morning or the afternoon, and may earn a total of 3 credits each year toward graduation. They are able to return to their home schools for other academic courses needed for high school graduation and/or college admissions. BTC programs are designed to be completed in two years, although some students attend for one year to begin an introduction to a career field. Many programs offer transcribed college credits through dual enrollment programs at Community College of Vermont and Vermont Technical College. Visit the BTC web site at www.burlingtontech.info for additional information and consult your school counselor to see how a BTC program can fit into your schedule.

Website: burlingtontech.info

BURLINGTON TECHNICAL CENTER PROGRAMS

Business & Technology
Computer Systems

Health & Services
Medical and Sports Sciences
Criminal Justice
Culinary/Professional Foods
Human Services/Early Childhood Education

Media & The Arts
Design and Illustration
Electronic Recording Arts

Industrial Technology
Auto Body Repair
Aviation Technology
Automotive Science & Technology
Pre-Tech Engineering, Architecture & Construction
Principles of Engineering, Architecture, and Construction
Welding/Metal Fabrication

COURSES OF STUDY

826 Auto Body Repair I
827 Auto Body Repair II [SC]

This is a two-year program designed to provide the student with job entry skills for auto body repair equipment, body repair and alignment, refinishing, welding techniques,

frame and chassis repairs and estimating and management procedures. Emphasis is placed on technical knowledge as well as the manual skills associated with auto body craftsmanship. The curriculum utilizes ASE (Automobile Service Excellence) certified instructional materials, a symbol of quality in this industry. Qualified second-year students may be placed in Co-op jobs at local auto body shops upon approval of the instructor.

Qualified students may earn advanced standing at the Baran Institute of Technology and Nashville Auto-Diesel College.

Prerequisite: Junior or Senior standing or departmental permission.Credit: 3/year

822 Automotive Science & Technology I
823 Automotive Science & Technology II [SC]

The modern automobile has become a very technologically advanced machine. Vehicle systems are changing rapidly. Computers, electronic engine controls, global tracking systems and on-board diagnostic systems are common on vehicles today. These technologies and future advancements require the development of new skills and techniques.

Students in this program receive the technical education in demand by automotive dealerships, independent repair facilities and equipment manufacturers. The program combines in-depth theory with extensive hands-on training in our well-equipped auto lab.

Auto Technology I provides skill and knowledge in basic auto service maintenance, fuel system analysis, cooling system repair, brake service, automotive electricity, principles of internal combustion engines, and basic engine tune-up procedures. The curriculum utilizes ASE (Automotive Service Excellence) certified instructional materials, a symbol of quality in this industry.

The second year of this program is a continuation of Auto Technology I. Advanced topics include engine trouble shooting and analysis, the electrical system, inspection procedures, and automotive business management. Students can participate in an apprenticeship or work-study program within the automotive community.

Qualified students can earn guaranteed admission status and up to six college credits in the General Motors-Automotive Associates Degree Program at New Hampshire Technical Center, six college credits from the University of Northwestern Ohio and advanced standing at Nashville Auto-Diesel College.

Prerequisite: Junior or Senior standing or departmental permission.....Credit: 3/year

834 Aviation Technology I

835 Aviation Technology II [SC] [MA]

High salaries and extremely challenging jobs make Aviation Technology a very attractive career. If you enjoy subjects such as aerodynamics, are fascinated by complex machinery and love aircraft, this is an excellent choice for you. The use of specialized tools to work on aircraft components in the laboratory, and work experience in local aviation companies provide the opportunity to become a certified aircraft technician. All training received in this program is FAA approved and is applied to **Airframe and Powerplant (A&P)**

Certification. Students who successfully complete the Aviation program at BTC may enroll for additional training in Airframe and Powerplant systems on a tuition basis, which is also available at our facility at the airport. We not only have training sites for Airframe and Powerplant, but also have a maintenance examiner on staff for complete A&P certification and written testing.

This two-year program is designed to provide instruction in a wide variety of skills and knowledge related to the aviation technology field. These areas include basic aircraft maintenance, principles of aerodynamics, flight electronics, troubleshooting, drawing, metallurgy, sheet metal fabrication, physics of flight and trends and careers in the aviation industry. This program exceeds the requirements for Federal Aviation Regulations (FAR) part 147 under certificate number VMQT049K.

Qualified students earn twelve college credits at Embry Riddle Aeronautical University through an articulated agreement or advanced placement at any other FAR part 147 school.

Prerequisite: Junior or Senior standing or departmental permission.....Credit: 3/year

760 Computer Systems I

762 Computer Systems II [SC]

The first year of the program focuses on PC Hardware and Software Skills, which include Personal computers, Safe lab procedures, Troubleshooting, Operating systems, Laptop computers, Printers and scanners, Networks, Security, Communication skills. After successful completion of Computer Systems I, students are prepared to take the CompTIA A+ Essentials Exams. An A+ Certification candidate must pass two exams. The first exam is CompTIA A+ Essentials. The second advanced exam depends on the type of certification desired. Each advanced exam assesses specialized skills in one of the following areas: IT Technician, Remote Support Technician, or Depot Technician.

The second year of the program is the Cisco Networking Academy. Cisco Networking is designed to provide students with classroom and laboratory experience in current and emerging networking technology that will empower them to enter employment and/or further education and training in the computer-networking field. After successful completion of Computer Systems II,

students are prepared to take the CCNA (Cisco Certified Network Associate) exam.

Qualified students may earn eight transcribed college credits from Community College of Vermont. Students may transfer these credits to other colleges and universities.

Prerequisite: Keyboarding or instructor approvalCredit: 3/year

770 Cooperative Education (CO-OP)

Cooperative Education (CO-OP) is an extension of our technical programs, which enables students to develop both their technical and general employability skills through supervised, planned work experiences with area employers. These work based learning experiences include Career Work Experiences (unpaid short-term internships), Job Shadows, Informational Interviews and Cooperative Career Employment (long term salaried positions).

Our newest and highest level of work-based learning is Student Apprenticeship. This program requires an employment/training commitment of at least one year between the student and the employer and leads to a Certificate approved by the State Board of Education. It can also be linked to a nationally recognized Registered Apprenticeship program and/or a college or other post secondary educational program.

These CO-OP services provide our students with invaluable experience and references for college admission or employment, as well as opportunities for career exploration and decision-making. They may also result in permanent, full time employment.

Cooperative education services are individual and flexible. The work experience is planned according to the needs and career goals of the student, the structure of the technical program and the opportunities available in the community. CO-OP may be paid or unpaid, during class or after school, limited or long term. However, all students are evaluated. The CO-OP Evaluation and Learning Plan are used to determine and measure learning and skill development.

Academic credit is given for Cooperative Education experiences based on the length of time students participate in the work experience in addition to their time in class. Typically, students earn 1/2 credit per semester, with a possible maximum of 2 credits.

All students who are enrolled in a Technical Program are eligible for CO-OP services. It is our belief that they are an integral part of every program and our goal to provide every student with at least one of these opportunities for work based learning.

For more information about Cooperative Education contact Jane Donoghue-Holt, Cooperative Education Coordinator at 846-8427.

850 Criminal Justice I
851 Criminal Justice II [SS]

This rigorous college preparatory program introduces students to careers related to the law, public safety and security. Students will engage in classroom instruction, simulations, labs, field trips and job shadows. Students will also be introduced to the use of technology in the field and for investigative work. Through curriculum instruction and activities students will develop critical thinking skills, writing skills, articulation skills, and use of the scientific method. Students will have the opportunity to earn valuable certifications, embedded academic credit and college credit. Credentials may include First Responder, Incident Command, CPR/AED, First Aid, Boater Safety and Hazardous Material Awareness.

Dual enrollment options at area colleges that provide transcribed college credits are being developed.

Prerequisite: Junior or Senior standing or departmental approval.....Credit: 3/year

772 Culinary/Professional Foods I
773 Culinary/Professional Foods II [SC]

Culinary/Professional Foods is designed to introduce students to all aspects of the restaurant and institutional food service industry. Emphasis is on quantity food preparation. Instruction includes sanitation, safety, use and care of equipment, basic meal preparation, and table service (i.e., waiter/waitress). Foods prepared are salads, meats, poultry, fish, soups, sandwiches, vegetables, breads and desserts. Students take part in a Career Experience Rotating Co-op program to observe and participate in varied aspects of food service in the school and community. Students are introduced to the world of work including such areas as self-appraisal, finding a job, applications, resumes, interviews, employment laws, employee benefits and responsibilities.

Prerequisite: Junior or Senior standing or departmental permission.....Credit: 3/year

750 Design and Illustration I
752 Design and Illustration II [FA]

If you have creative talents, like to draw and want to explore careers that will help you use these skills, this course will give you the opportunity. You'll learn about the many careers associated with design and illustration and get a chance to begin building your career in the following ways:

- Develop a critical eye for design
- Build a portfolio of design and illustration work.
- Discover which field of design or illustration is right for you.
- See the work of successful design professionals. Develop computer skills to aid design, using programs such as the Adobe Creative Suite (Photoshop, Illustrator, InDesign)
- Learn how to organize complex jobs
- Build your visual vocabulary

- Learn how to work with clients
- Map out an individual course to help prepare for your chosen career.
- Protect yourself and your work.
- Encourage your creativity

In addition to the AP Studio Art credits available to all students, qualified students can earn six transcribed college credits through a dual enrollment program at Community College of Vermont.

Prerequisite: Junior or Senior standing and an interview and portfolio presentation.....Credit: 3/year

842 Pre-Tech Electronic Recording Arts

Electronic Recording Arts is offered to 9th and 10th grade students during second block and homeroom on either blue or white days. Students will be introduced to all of the technology in the Electronic Recording Arts program with an emphasis on studio production and the daily broadcast of "BHS Today", the in house news and entertainment show at BHS. Post production using Final Cut Pro will be used to create stories for the "BHS Today" show and other productions. Can meet Career Exploration requirements.

Prerequisite: Ninth or Tenth GradeCredit: 1/year

840 Electronic Recording Arts I
841 Electronic Recording Arts II [SC]

Electronic Recording Arts has been designed to introduce students to creative careers in non-print media (television, film and multimedia presentations). Students create numerous projects using the equipment in the ERA Digital Media Lab including Apple I Mac computers; 15 digital video editing suites including the latest Final Cut Pro; Newtek Video Toaster switcher; Tricaster streaming video switcher, Photoshop, Lightwave 3D; Yamaha AW4416 Audio Workstation; PowerPoint; field and studio camcorders by Canon and Sony. Hardware and software upgrades occur in a timely manner so that the program will remain technologically current. Field trips to observe and participate in local audio/video productions are available throughout the year.

The course will include the following topics: Introduction to Video Production; Ethical, Legal Implications of Video Technology; Video Equipment; Camera Techniques; Audio; Lighting; Computer Graphics; Script Writing; Interview Techniques; Producing; and Editing. Students will be able to develop projects in the Burlington Technical Center Video Studio using a variety of cameras, video recorders, audio processors, editing systems, computers and lighting instruments.

Media Production II students will have an opportunity to expand their knowledge by producing independent projects. Internships with area producers will be arranged for second year students.

Prerequisite: Junior or Senior standing or departmental approval.....Credit: 3/year

776 Human Services/Early Childhood Education I
777 Human Services/Early Childhood Ed II [SS]

Human Services prepares students to pursue further education towards a career in the Human Services field or to fill entry-level jobs requiring good people, communication, teamwork and workplace skills. Students learn many valuable skills in addition to the core curriculum of human development and the exploration of careers in the Human Services field. Many of the assignments are long term and require students to be self-directed, organized and to plan time thoughtfully.

During their first year in the program, opportunities for students include teaching in our state licensed, on-site preschool program, learning direct observation techniques and digital photography, observing a preschool child and creating a comprehensive child portfolio that is shared with the parents of the child, creating materials to use in the field, including displays, books, brochures, games, power point presentations, etc. and listening to guest lecturers from the Human Services field.

During their second year of the program, students choose an area of concentration in the Human Services field. Those continuing in early childhood (birth through age 8) continue to work in the on-site preschool program. Students indicating the desire and aptitude are promoted to assistant teachers. Those wishing to explore careers working with adolescents, elderly and special needs populations participate in internships in the community. All majors participate in a Community Work Experience their last month of the program.

Qualified students may earn nine transcripted college credits through a dual enrollment program with Community College of Vermont. Students may transfer these credits to other colleges and universities. Students completing this two-year course meet state requirements for entry-level positions in the early childhood field.

Prerequisite: Junior or Senior standing.....Credit: 3/year

780 Medical and Sports Sciences I
782 Medical and Sports Sciences II [SC]

The Medical and Sports Sciences Program is a two-year college preparatory program. The rigorous curriculum prepares students to pursue further education towards a career in either the medical or sports sciences.

The two years of the program correlate with a complete Anatomy and Physiology (A & P) course (i.e. Year I covers A & P I, Year II covers A & P II). As we progress through Anatomy and Physiology we will be covering the associated medical terminology, associated diseases (pathologies) as well as evaluation and treatment procedures specific to the body system being covered. Students will participate in laboratory experiences including microscopic analysis, dissection, phlebotomy (blood drawing), massage, microbiology and wound care. Students will also be orientated to medical instruments

(i.e. reflex hammers, hot and cold packs, blood pressure cuffs, EKG's, and inspirometers,...). Life-like, computerized manikins are used to simulate patients and introduce students to normal and abnormal patient findings. The first year curriculum also includes the study of Human Growth and Development (exploring physical, cognitive and social-emotional development through the life span). Study strategies (including note-taking, textbook reading, studying, test-taking,...) are taught in the early part of the first year and reinforced throughout the duration of the two-year program. Students spend time during the first year program exploring various medical and sports related fields in order to fully understand the details of each of these positions. Students then have the opportunity to observe different medical professionals through clinical observations, in order to identify their own area of interest. In the second year, in addition to the continued study of Anatomy and Physiology, the curriculum also includes an in-depth study of nutrition, including nutritional considerations for the athlete. Students in the second year program are placed in career work experiences in their identified area of interest, allowing them to acquire valuable hands on experience with patients as well as the chance to interact with medical/sports professionals.

Because the instructors of the Medical and Sports Sciences Program are adjunct faculty at local colleges, qualified students may earn up to fourteen transcripted college credits (seven credits in the first year and seven credits in the second year) through dual enrollment programs at Vermont Technical College and the Community College of Vermont. Former students have successfully transferred these credits to the colleges and universities they have attended.

Prerequisite: Junior or Senior Standing and Biology or Instructor Approval.....Credit: 3/year

814 Pre-Tech Engineering, Architecture and Construction

This program for 10th graders is a one block introductory class for students who are interested in engineering, architecture and construction fields. Students who complete this class are prepared to continue their study as eleventh graders in the BTC program Principles of Engineering, Architecture and Construction (PEAC). In Pre-Tech PEAC, students will study:

- Careers in Engineering, Architecture and Construction
 - Related math
 - Basic computer aided design using AutoCAD
 - Building site layout
 - Floor systems
 - Wall and roof framing
 - Window and door technology
 - Basic electricity
- Can meet the Career Exploration requirements.

Prerequisite: Tenth Grade Standing or departmental permission.....Credit:1/year

812 Principles of Engineering, Architecture and Construction I [MA]
813 Principles of Engineering, Architecture and Construction II

The PEAC program is designed to meet the needs of students who are interested in pursuing careers that encompass the design, engineering and construction of commercial and residential buildings. Included in the curriculum is the study of manual and computer aided drafting, surveying to include topographical and boundary details, architectural design concepts and building construction principles and practices. Students will select small projects to design and build for area non-profit agencies. Through classroom activities students will explore career opportunities and post secondary options. They will also develop professional portfolios to present to colleges or future employers. In this program you will:

- Gain competency in computer aided design and drafting
- Work with mentors who are professionals in the engineering, architectural and constructional fields
- Interact with area planning and zoning commissions
- Build a professional portfolio
- Produce a boundary survey map including contour drawings
- Learn construction practices and inspection guidelines
- Study the effects of natural and manmade forces on structures
- Explore post secondary options

In the second year of the program students continue working on their portfolios, gain experience in solving construction design problems, prepare for post secondary

education and complete a capstone project using the knowledge and skills they have acquired.

Qualified students may earn up to five transcribed college credits through a dual enrollment programs at Community College of Vermont and Vermont Technical College.

Prerequisite: Junior or Senior standing and Algebra I and Geometry or instructor approval.....Credit: 3/year

832 Welding/Metal Fabrication I
833 Welding/Metal Fabrication II [MA]

The welding industry today presents continually growing opportunities for skilled workers. This program trains students in the recognition of metals, as well as the proper procedures in welding. Instruction includes electric arc, oxyacetylene and gas tungsten arc welding. Instruction also includes blue print reading and the safe use of small hand and power tools used in the field of metal fabrication. Students are encouraged to design and fabricate projects such as trailers, log splitters, gyroscopes, decorative items, benches, sculpture pieces, etc. The first year of the program includes related math and drafting instruction.

Qualified students may earn advanced placement at the Baran Institute of Technology and other post-secondary schools with welding programs.

Prerequisite: Junior or Senior standing or departmental permission.....Credit: 3/year

ESSEX TECHNICAL CENTER

Visit our web page www.go-cte.org for more details.

The Center for Technology, Essex (CTE) operates a full day, flexible block schedule. This schedule allows juniors and seniors to complete a technical program in one year. Most students attend CTE daily, from 9:35 a.m. - 2:05 p.m. Every program offers two to three academic credits (math, science, English, social studies, etc.) as well as up to four elective credits toward high school graduation. In addition, some students take separate academic courses (e.g. algebra, chemistry) through CTE, Essex High School, or a local college to help with graduation or college entry requirements. Our schedule allows flexibility for serious students.

The primary objective of our technical programs is to provide each student with the specific knowledge, skills, and theory to enable him/her to either obtain employment upon completion of the program, and/or to enter college. All eligible students work at a job-based "Career Work Experience"/ internship during their year at CTE. For successful students, this may evolve into a paid work

(Co-Op) position. Industry credentials and/or licenses are affiliated with all programs.

College Connection: Many CTE programs have agreements with colleges that award eligible students college credit in a particular field. Some of these agreements include college transcripts and transferable credit, while others apply credit toward a specific college and course of study. In addition, CTE students are also offered the opportunity to take college courses.

Admission Requirements (visit program and attend Step-Up Day; plus the following):

- 1) a minimum of 10 high school credits
- 2) good attendance (no more than 15 absences, unless there are extenuating circumstances)
- 3) ability to work both independently and in group situations
- 4) ability and willingness to follow safety instructions
- 5) respect for self, others, the environment, the learning process, and the CTE worker traits

Only the following courses are available to BHS students.

Building Technology

The Building Technology Program prepares a student to work in many areas of the construction world. Students choose between either Building Tech: Residential or Building Tech: Commercial. In both programs, students work in the shop as well as on a larger construction project such as a custom home being built in a local neighborhood development near CTE or a commercial building project off-site. Successful students have the potential to find well-paid jobs in the field, and some go on to further education in architecture and design, civil engineering, or construction management. Curriculum components include basic safety, construction industry math, hand tool use and identification, power tool safety, use and maintenance, blueprint reading, basic rigging, construction materials and adhesives, and framing methods and planning. In addition, some students may enroll in a licensed apprenticeship program for electricians or plumbers which are accredited by the State of Vermont.

H.S. Credits: One embedded math credit, one integrated science credit and four elective credits.

Business Academy

The Business Academy prepares students for success in the business world and for further education. Students who complete the program are likely to be successful in careers as sales, advertising and marketing, retail, accounting, computer operation, banking, and small business management. The core curriculum includes interpersonal communications, marketing and sales, small business management, accounting, and computer software. As a capstone project, students complete individual business plans. The classroom creates an authentic business and retail environment with the operation of the on-campus school store. Students work independently and collaboratively to analyze and solve problems. Guest speakers, field trips, Career Work Experiences in area businesses and cooperative education placements provide additional program enhancements.

Recommended Prerequisite(s): Keyboarding.
H.S. Credits: One embedded math credit, one embedded English credit and four elective credits.
Certification(s): Mouse Computer Certification; Microsoft Office Specialist available to advanced students.
College Credits: Students are eligible to earn up to six college credits for successful completion of the program. In addition, qualified students may take one three credit college course per semester at CCV, UVM or VT Tech.

Computer Animation and Web Page Design

The Computer Animation and Web Page Design Program is designed for students interested in acquiring new media skills and who are interested in the combination of art and

technology. Our Computer Animation component takes advantage of state of the art 2D and 3D digital computer hardware and software used in the Disney/Pixar film, Cars. On our web design component students create a number of different types of web sites and graphics, from clean XHTML with CSS, using Photoshop for image manipulation and creation; to dynamic sites using PHP to interactive Flash sites and video games. Upon completion of the program, students will have an interactive online portfolio for their best work to take on to higher education, internships or the work force.

Recommended Prerequisite(s): Creativity and interest in the combination of art and technology
H.S. Credits: One integrated English credit, one embedded fine art credit, and four elective credits.
Certification(s): World Organization of Webmasters
College Credits: Articulation agreement with CCV for up to six college credits. In addition, qualified students can earn up to twelve college credits at area colleges.

Cosmetology I, II

Approved by the State Board of Cosmetology and Barbering as a licensed school of cosmetology, this full-time program prepares students for employment and further education in the field of cosmetology. Students can complete up to 750 hours toward their required 1500 hours for a state cosmetology license. Students will learn, through theory and practice, foundational skills including: hair structure and chemistry, hair shaping and design decisions, color and lightening application and scientific process, and chemical restructuring of the hair. Additionally, level one anatomy and physiology, skin and nail diseases and disorders are all class topics of extreme importance. The introduction of interpersonal and workplace readiness skills are an integral part of this program of study.

HS Credits: One embedded science credit, one integrated English credit, and one integrated math credit, plus three elective credits.
Certification(s): OPI certification (nail system)

Dental Assisting

Accredited by the American Dental Association, this program is designed for students who are strong in science and want to work with people. Students will become familiar with all aspects of dental assisting in the general dental practice. Curriculum is designed to prepare motivated individuals to become competent and knowledgeable in professional orientation, dental materials, dental radiology, anatomy and physiology, head and neck anatomy, infection control, clinical assisting, medical emergencies/CPR. Instruction takes place in our in-school dental laboratory and operatories and (for eligible students) clinical training at area dental offices. Students who successfully complete the program are prepared to challenge the Dental Assisting National Board examination and become Certified Dental Assistants and are eligible for employment as dental assistants in a variety of dental practices. Some students continue their education, pursuing a career in dental hygiene or dentistry.

Recommended Prerequisite(s): General or biological science.

HS Credits: One embedded science credit and one integrated math credit, plus five elective credits.

Certifications: CPR and AED (defibrillator) certifications; radiology certification.

Graphic Design and Digital Publishing I, II

In the Graphic Design and Digital Publishing program, students learn how to take a graphic design project from concept, through the creation of the digital file, to preparation and printing in a setting that duplicates a design/print studio. Students learn how to use design and publishing software, gain experience with the various stages involved in graphic design, and create a portfolio of their own work. They combine creative applied art with technology. Emphasis is placed on creative thinking, attention to detail, knowledge of computer hardware and software, and work performance.

Students work on client jobs through the design/print studio (*Next Generation Design & Print*) as well as assignments from a semester project sheet. Eligible students have the opportunity, through career work experience, to benefit from employer-based instruction and on-site training.

Upon completion of the Graphic Design and Digital Publishing I program, students have the opportunity to apply to the second year program. Second year students have a choice between two program models. Qualified students can complete program requirements by participating in an apprenticeship in which they go directly into the workforce and expand their skills through employer based programs. Other students may wish to complete their second year in our in-house design and print studio, *Next Generation Design & Print*. In both instances, students can engage in software certification and learn to manage the design and print studio. In addition, second year students develop concepts for client jobs, produce and prepare the digital job files, and print/finish the live client jobs.

H.S. Credits: One embedded math credit, one embedded art credit, one integrated English credit, plus three elective credits.

College Credits: Student portfolios can earn up to nine articulated credits from Lyndon State and nine articulated credits from the Vermont State College system.

Health Informatics

This program focuses on training for diverse administrative positions or an introduction to health care professions. The business of health care increasingly relies upon the expertise of staff trained in interpersonal communications and technical skills. Course topics include: medical terminology, human biology, keyboarding and transcription, career development, medical office management, medical insurance reimbursement and diagnostic/procedural medical coding. The Microsoft Office computer software package is studied and used. Students also discuss the ethical

and legal issues in health care as well as personnel management, health insurance issues, the specific skills involved in working from home, and other information management topics.

Eligible students in this program participate in at least 30-hour career work experience in the health care industry, with placements in private physicians' offices, hospitals, clinics or insurance companies. Possible career fields include but are not limited to: Health care supervision, medical coding, and insurance reimbursement, transcription, medical office secretary and patient scheduling. Students could qualify for clinical health related careers with additional training.

HS Credits: One embedded math credit, one integrated science credit, one integrated English credit, plus four elective credits.

Certifications: CPR, First Aid and Fire Safety

College: Up to six credits for eligible students awarded for successful completion of the program and college assessments and an additional three – six credits by taking classes at area colleges.

Natural Resources and Agriscience Technology

Students are offered a unique opportunity to experience the science, technology, and management of a "living laboratory" in this award winning, fast paced program. The program is organized into two one-year options. Students select either Forestry (Environmental Science/Horticulture) or Mechanical Science after completing an introductory unit featuring core skills. *Forestry (Environmental Science/Horticulture)* curriculum includes: Timber Harvesting, Forest Management, Landscaping, Greenhouse Management, Plant & Soil Science, Hydroponics/Aquaculture and Hand and Power Tools. *Mechanical Science* curriculum includes: Heavy Equipment Operation, Welding Fabrication, Small Engine Repair, Electrical Systems, Water Systems, Hydraulic Systems and Hand and Power Tools. In both concentrations, students have the opportunity to develop leadership and entrepreneurial skills as they produce a variety of seasonal food products. Several traditional food products include maple syrup, honey, rainbow trout, and hydroponic vegetables.

Students interested in attending college to major in mechanical engineering, natural resources and environmental fields will benefit from this program. Students preparing for careers relating to industrial mechanics, or the management, use and preservation of land, soil, and water will find this course tailored to meet their needs.

Recommended Prerequisite(s): Demonstrated maturity with respect to safe equipment operation such as chainsaws and heavy machinery. Able to work effectively in teams; maintain a high level of respect for classmates, and instructors; and act in a manner congruent with authorized ambassadorship of a highly visible program. Demonstrated mastery of basic mathematical operations, measurement, fractional and metric conversions, and

logical manipulative skills. Preference will be given to students with math and science backgrounds.

HS Credits: One embedded math credit and one embedded science credit, plus four elective credits.
Certifications: Games of Logging I-IV, Outdoor power equipment certification in small engines (OPE).
College Credits: Articulation agreement in place with SUNY Cobleskill, NY in Agricultural Engineering and the Department of Plant Sciences.

Ophthalmic Medical Assisting

CTE offers an exciting program in Ophthalmic Medical Assisting. Ophthalmic Medical Assisting is a highly professional career for high school juniors, seniors, and adults with a strong interest in medical professions. The program requires proficient academic achievement in math and science. The program will train students to work under the supervision of an ophthalmologist to assist the physician in the treatment and diagnosis of ocular disease. Technicians routinely gather medical information take ocular measurements, administer tests and evaluations and assist the surgeon in surgery. Students who demonstrate maturity and professionalism can participate in this program which combines academic instruction and classroom clinical experience. Following a four month introductory period of intensive lecture and clinical skill development, qualified students will be assigned to ophthalmology practices in the area to work with physicians and technicians. Certification in Ophthalmic Medical Assisting has been approved by the American Board of Education for 12 college credits

Program curriculum includes: General Anatomy and Physiology, Medical Terminology, Medical Law and Ethics, Ocular Anatomy and Physiology, Ophthalmic Optics, Ophthalmic Pharmacology, Ocular Motility, Introduction to Diseases of the Eye, Visual Fields, Tonometry, Surgical Assisting, Ophthalmic Photography, Refractometry, and Specialized Ophthalmic Testing

The supervising medical Director for this program is Dr. Michelle Young, Fletcher Allen Health Care

Recommended Prerequisite(s): Algebra I and a biological science.

HS Credits: One embedded math credit and one embedded science credit currently.

Certification: Accreditation by the Joint Commission on Allied Health Personnel in Ophthalmology is pending.

Pre Technical Education: VYCC

The Vermont Youth Conservation Corps School Program is built on a work-based learning curriculum that is rooted in the land, traditions, and communities of Vermont. Students are assigned to crews of 10-12 Corps Members and two School Instructors, and spend the majority of their time in the field. Through the VYCC School Program, students will: learn the values of personal responsibility, learn effective communication and leadership skills, learn the essential skills of work, make

connections between the real world and the importance of their own education, and leave with a solid foundation to move forward with. Learning through work projects such as trail maintenance, construction, agriculture and natural resources management, students will study an integrated curriculum that is assessed on a regular basis and through individual presentations each quarter. The program supports individuals to take responsibility for their own actions while learning in a work-based environment.

Prerequisites: Tenth grade applicants must have a ninth grade transcript showing an award of five full credits including: 1 Math, 1 English, 1 Social Studies, 1 Science, and 1 Elective. Students applying to attend in their eleventh or twelfth grade must have a minimum of 10 credits and be "on-track" to graduate.

HS Credits: Each semester students can earn .5 credits in Math, English, Social Studies, Science and Physical Education