

# Burlington High School Year End Studies (YES) Session

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2018

*May 30- June 13, 2018*

**FULL COURSE DESCRIPTION BOOKLET and POLICIES**

# Year End Studies (YES) Session

## Overview

BHS concludes the second semester of school with the Year End Studies session. As part of the academic school calendar, the YES session offers all students of the BHS community exciting alternatives for learning. These non-traditional courses expand student understanding and inspire new student interests. Intensive, interest-driven opportunities enhance enthusiasm for learning and strengthen relationships within BHS and the Burlington community.

## Session Dates

The 2018 YES Session will run from May 30th through June 12th, 2018. The Presentation of Learning day (POL day) will take place from 8:05-1:00pm on Wednesday, June 13th, 2018.

## Options

Students could opt to participate in:

- two half-day courses (morning/afternoon)
- BTC class and one half-day YES course
- Independent Study for Juniors and Seniors (applications available December 12th/13th)
- one full-day course (9:15-2:15pm)
- travel learning experience (added cost to student)

## Registration

Course descriptions will be accessible on the BHS website for students to read prior to registration. An online registration form will be available for all students to complete from **Tues., Dec. 5th through Fri., Dec. 8th**. Students will select their top five choices for full-day classes or select five morning classes and five afternoon classes. Course assignments will be posted the end of March. **There is no add/drop period for YES classes.**

## Attendance

All students must attend and participate every day during the YES Session including the Presentation of Learning (POL) day. Reminder: The YES session is an intensive 10-day session and part of the academic school year, please schedule all appointments before the start of YES or in the afternoons after 2:15pm. Please plan family vacations after the last day school Wed., June 13th. *\*Any absences will be reviewed by the YES Session coordinators and administration to determine if a student will receive YES credit.*

## Schedule

8:15-9:15 Credit Recovery

9:30-11:30 Morning Course

11:30-12:15 Lunch

12:15-2:15 Afternoon Course

2:30-3:30 Credit Recovery

Full-Day Courses run  
9:30-2:15 and include a  
lunch break.

## Grading

Credit/No Credit

## Graduation Requirement

Successful completion in YES Session for each year at BHS is a graduation requirement. **A special note to seniors:** Seniors who fail to earn YES Session credit will NOT be eligible to attend the graduation ceremony or receive their diploma. The senior must successfully complete a YES Session option for credit recovery (see section below).

## Options for Students Who Do Not Earn Credit for the YES Session

Students who fail to earn YES credit, can recover the YES Session credit by successfully completing one of the follow:

- To enroll in a college course through College Connections (grades 10-12)
- Attend an academic camp or institute (prior approval required)

*\*If a student is not eligible for the above options, a meeting with YES coordinators and administration is required to develop a plan for recovering YES credit.*

## **Credit Recovery**

Credit Recovery is for students who fail a course during the regular school year with an overall average of 53%-59%. Credit for this course is earned pending teacher approval.

## **BTC Students**

Students participating in BTC programs will attend their BTC classes as regularly scheduled AND participate in one YES course. For example, if you take a morning BTC class you will take an afternoon YES course. If a BTC student is interested in a full day course or trip they must have written permission from their BTC instructor to enroll.

## **Athletics**

If a student opts to take an off-campus course, the student must arrange their own transportation back to the school if an early dismissal is required. **VARSIITY ATHLETES:** Students choosing to participate in a course with overnights please be aware this could impact your playoff season. Please communicate with your parents and coaches before making your decision.

## **Questions?**

Please contact Colby Skoglund or Gretchen Muller, YES coordinators, if you have questions or concerns about YES Session.

# **2018 Independent Study Guidelines**

## **Independent Study Options**

- ½ day YES course and ½ day Independent Study
- ½ day BTC and ½ day Independent Study
- Full-day Independent Study

## **Eligible Candidates**

- are in good academic standing.
- continually demonstrate honest and respectful behavior.
- have a strong and consistent attendance history.

## **Qualifications**

- You must be either a junior or senior.
- You must have previously participated in at least one year of YES.
- You must have successfully earned YES credit in all previous years.

## **Requirements**

- Completed Cover Sheet
- Completed Application (typed)
- Completed Independent Study Planner

## **Important Dates**

December 5-8 – Online YES Course Registration (You must still register.)

Tuesday, December 12, 2017 @ 3:10pm in A-320 – YES Independent Study Mandatory Meeting Option #1

Wednesday, December 13, 2017 @ 8:20am in A-320 - YES Independent Study Mandatory Meeting Option #2

Thursday, January 4, 2018 – Independent Study Deadline

Friday, February 9, 2018 – YES Independent Study Decisions Announced

## **Contact Information**

Please direct any questions to:

[yes@bsdvt.org](mailto:yes@bsdvt.org)

## Morning Class Offerings by Content

### Art/Design

Art of Science  
Painting with Watercolor  
Paper Mache and Studio Art

### Athletic/Health

Introduction to Weightlifting  
Preparing for College Athletics  
Sexuality Education 2.0  
Training for a 10K and Half Marathon  
Women's Personal Safety- R.A.D.

### Community Engagement

Event Planning  
Teaching Assistant in Elementary and Middle Schools

### Craft

Bead and Jewelry Making

### Culinary

Vegan & Gluten Free Cooking

### Culture/Language

Burlington's French Sister City...  
Hispanic Traditional Dance  
K-Life: Korean Culture and Eats  
Poetry en Espanol  
The French Speaking World through Movies  
TOEFL Prep

### Film/Media/Technology

Photography Essentials  
The Simpsons and Society

### History

Politics in 2018

### Literature/Writing

Give me the Splendid, Silent Sun...  
Going Transcendental  
Mindfulness and Creativity: Cultivating Your Artistic Life  
The Game is Afoot: Sherlock Holmes

### Mathematics/Games

Beating the House...or Not  
Bridge: the Greatest Card Game Ever  
Fractals, Monsters, Chaos and Antennae

### Music/Performing Arts/Dance

Hamilton  
History of Blues and Rock and Roll

### Outdoor Adventure

For the Birds  
Lifetime Outdoor Games

### Science/Engineering

Engineering Challenges and Art  
Smellable Art: Making Natural Perfumes  
Sustainable Energy for the Future

### Social Science

The Healing Power of Animals

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## Afternoon Class Offerings by Content

### Art/Design

Art of Science  
Painting with Watercolor  
Paper Mache and Studio Art

### Athletic/Health

Fundamentals of High School Basketball  
Give Blood, Play Rugby  
Introduction to Golf  
Introduction to Rock Climbing  
Mindfulness, Restorative Yoga & Intuitive Art  
Swimming for Health, Fitness, and Safety

### Community Engagement

What is Community Service?

### Culinary

A Culinary Trip Around the World  
Grill It

### Craft

Knitted Gifts from the Heart  
Sewing Basics

### Culture/Language

China through Movies  
French Bootcamp  
Hispanic Traditional Dance  
Irish Culture and Stepdance

### Film/Media/Technology

Lights! Camera! Action! - Movie Making 101  
Photography Essentials  
Summer at the Drive-In  
The History that Made Star Wars

### Literature/Writing

Nature Writing  
Reading for Life  
Stephen King on Page and Screen  
Storytelling  
Walk a New Path, Gain a New World

### Mathematics/Games

The Mathematics of Poker  
Who Wants to be a Millionaire?

### Music/Performing Art

BHS Showchoir  
Drums: From Set to Marching  
The Beatles!

### Outdoor Adventure

Explore Lake Champlain: Learn to Snorkel  
Sailing and Leadership for Females  
Sailing and Leadership for Males

### Social Science

Circle Time  
Leadership and Social Justice  
Will Robots Win?

## Full Day Class Offerings by Content

### Art/Design

Art of Science

### Athletic/Health

American Red Cross Lifeguard Certification

### Craft

Jewelry Making (for beginners)

### Community Engagement

Get Ready for Summer Jobs and Internships

### Culinary

Cupcakes to Yeast Bread

### Film/Media/Technology

Science Fiction in Film

### Literature/Writing

Welcome to Middle Earth

### Music/Performing Arts/Dance

Junk Band

### Outdoor Adventure

Advanced Fishing in Vermont Rivers and Streams

Advanced Lake and Pond Fishing

Burlington Farming: Growing the Future

Hiking in Vermont

Intro. to Stand Up Paddleboarding

Singletrack Mountain Biking for Advanced Bikers

Vermont Road Bike Tours

### Science/Engineering

Introduction to Manufacturing Processes

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## Full Day Classes Offerings

### Advanced Fishing in Vermont Rivers and Streams

12 Students

Students will fish in the following: Winooski River, Colchester Pond, Lake Champlain, Sand Bar, Little Brook, So Hero, No Hero and Richmond.



Transportation is by car. Students in this class must have: Own fishing equipment (fishing rod, lures, hooks and live bait) and a valid Fishing License (15-17 years of age) \$8.00 (18 and older) \$25.00. Students must know how to cast a rod as well as basic knot tying. In addition, students must know how to operate a canoe and how to swim.

Writing Component: Students will keep a daily writing log.

### Advanced Lake and Pond Fishing

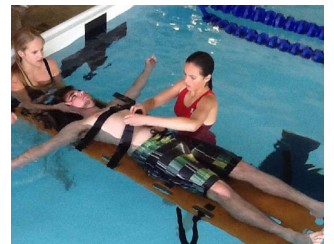
12 Students

This course is designed for students who have prior fishing experience and have a clear understanding of how to use lures and live bait to catch different species of fish. Students will use their own spinning, baitcasting and fly rods to explore local water bodies. Students must have their own fishing tackle, purchase a fishing license and be competent swimmers. Where appropriate and when available, we will use canoes to access a number of locations. In these situations, students must follow safety guidelines at all times, including wearing a PFD.

### American Red Cross Lifeguard Certification

16 Students

Prerequisites: 15 years old or older, 300 yards continuous swim (crawl/breaststroke, goggles allowed), tread water 2 minutes without hands, timed swim: 1 minute, 40 seconds, swim 20 yards, surface dive to bottom of pool, swim 5 yards and retrieve 10 lb. object, surface and swim on back to the starting point with both hands holding the object at the surface and face remaining at or near the surface of the water or able to get a breath, not underwater, exit the water (no goggles). Completion: Attend and participate in all classes, complete written assignments on the American Red Cross web page, demonstrate competency in all required skills and activities, demonstrate competency in all required final rescue skill scenarios, pass both section 1 (CPR/AED) and section 2 (Lifeguarding Skills written exam with a minimum grade of 80 percent). Certification: Is good for 2 years. Student Fee: \$200



### Art of Science

8 Students

Students will use drawing and painting to observe the natural world. Different mediums and techniques will be taught and explored by observing rocks, plant and animal specimens, landscapes, and portraits. While being a skilled artist is not required, a desire to create art is. **The full day course is recommended for those who love to draw for long periods of time.**

Writing Component: Students will be doing written reflections on the observation and drawing process.

### Burlington Farming: Growing the Future

18 Students

Burlington, Vermont hosts a thriving and growing farm and garden culture. If you are interested in exploring and learning about local farms and gardens, getting involved in planting, tending, and harvesting local produce, and helping the Burlington localvore movement, this is a down and dirty opportunity to experience professional farming and gardening. Please be advised that walking, weather, weeds, and wacky insects will all be a part of the experience. However, you will also meet wonderful people who care about the land and their community and are determined to bring the two together in harmony. The future of local, sustainable agriculture has already taken root and the growth is strong and healthy- see for yourself what it's all about.



Writing Connection: We will journal on a daily basis and use these journals to support the final presentation.

## Cupcakes to Yeast Bread

16 Students

Have you always wanted to learn to bake? Do you know how to bake, but can never find time to do so? This is the course for you! In this ALL DAY YES class we will explore the baking boom in Vermont all the while learning to bake delicious goodies from scratch. Together we will explore our local bakeries and cafes bringing back to the kitchen classroom what we have learned to try out for ourselves.

Writing Component: At the end of this adventure we will create a recipe book, a local review booklet, and/or baking basic how to videos with our 1:1 technology to share.

## Get Ready for Summer Jobs and Internships!

18 Students

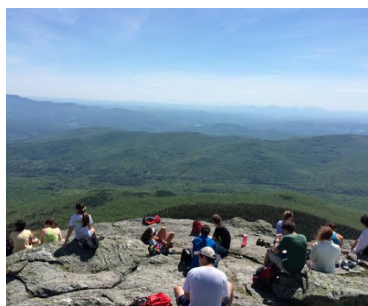
Get ready to find a Summer job or Internship! Looking for a job? This course will connect you to professionals from careers in childcare, health-care, manufacturing, retail and restaurants. We will help you practice with mock interviews, resume writing, applications, and improving your community connections. Tour work places and talk with professionals to learn about their job and how they got there. Discover the Department of Labor's programs for support in employment after high school.

Writing Component: How to write a resume, cover letter, and thank you note, how to write an email to an employer for an informational interview, how to fill online applications.

Prerequisite: Must be at least 16 or a junior/ senior. Full participation can lead to a summer job or internship.

## Hiking in Vermont

30 Students



A variety of hikes will be completed throughout the class. Introductory hikes include walks on the bike path, through Ethan Allen Park and into the Intervale. We will progress to more rigorous hikes on Camel's Hump and finish with a hike up the highest mountain in Vermont, Mt. Mansfield. These ending hikes can be very difficult and we ask that you are in a condition to complete 4 hours of hiking up a mountain. In this class we will learn about the proper preparation necessary for day long hikes, study topography and learn the benefits that hiking has on the cardiovascular and respiratory systems. We will also learn specifically about each place we visit particularly the plants and animals of the region. You should be in relatively good shape in order to enjoy long hikes, like being outside and have an open mind for any destination our feet may take us. Students will explain to their peers the requirements necessary for a day hike in a PowerPoint presentation. Students will summarize the requirements needed for day long hikes.

Writing Connection: Students will describe (through writing) the characteristics that distinguish between the various flora identified. Students will describe how hiking improves the cardiovascular and respiratory systems.

## Introduction to Manufacturing Processes at VT Tech

10-14 Students

This hands-on course introduces the student to a wide variety of manufacturing processes. Although heavily focused on traditional machine tools such as lathes, mills, and grinders, the course also explores the processes of casting, welding, molding, and industrial cutting (plasma, water-jet, and laser). Student will work in small groups to produce functional products using today's manufacturing standards. Safety and skilled operation will be the focal point of this class. **Course Fee:** Student must request a dual enrollment voucher to take this course. Students will earn 2 college credits upon successful completion of this class. Prerequisite: Student must be a current sophomore or junior.

## Intro to Stand Up Paddleboarding

12 Students

Students will learn all aspects of Stand Up Paddleboarding (SUP), starting off with a discussion of the features of the surfboard and paddle, studying wind and weather considerations, safety practices and U.S. Coast Guard regulations. Then the class will identify different Stand Up Paddle strokes on land before entering the water, review balance points of the board from a kneeling position on water then transferring to a standing position, discuss advanced strokes and board-handling skills. Lastly, we will hit the lake and give SUP a try as many times as possible. In addition to the physical demands, students will be instructed in the full rules of surf etiquette, introduced to ocean swell models, participate in beach clean ups, and research the history of the sport and the elements of wave hydro-dynamics.

Writing Component: Daily journals will have students research and write about the aspects of the surfing and SUP, including recent changes in the application of SUP to lake environments, lake regulations, the history of the sport and the equipment needed to get started

## Jewelry Making (for beginners)

16 Students

Learn to transform metal into wearable art. Do you love to use your hands and creative mind to make things you/others can wear? In this course you will learn how to shape, file, pound, cut, solder (think very fine welding), polish, and other metal fabrication techniques. The course will also teach stone setting (bezel) techniques. Students will learn how to design and fabricate their own jewelry. Be prepared to use your creative "license" and have fun. Art has the power to educate and inspire. This class requires the use of fire and sharp tools. Students



must work safely both for herself/himself and others. Students must be physically and emotionally capable of working with fire. Absolutely no unsafe action will be allowed. Students who exhibit any unsafe behavior will be asked to leave permanently, no exception. No repeat students from school year Metals in Arts.

Written component: Students will engage in written self reflection about their creative, technical, and personal growth. Students will explore what it means to be creative and how ideas are developed and expanded upon. Students will specifically address design and the role of creativity in designing objects of art and jewelry. They will reflect on their personal learning and skill development, and talk about how their designs and creativity were affected by awareness of technique and skill development. Is knowledge a necessary requirement to perform and innovate, and paradoxically does knowledge and experience become a governor to innovative and unencumbered creativity?

### **Junk Band**

16 Students

Make music on the cheap! After investigating the world of homemade instruments, students will design, build, and learn to play an instrument made from refuse. You need not be a musician to want to make music. You don't need to be a millionaire either. We will take one trip to Recycle North, and you can spend up to ten dollars on items for your instrument. Come and make joyous sound.

Writing Component: Students will develop a journal in which they chronicle the trials and tribulations of designing, building, then learning to play a musical instrument.

### **Science Fiction in Film**

16 Students

Want to watch classic and new Sci. Fi. movies in the morning and have amazing discussions with speakers in the afternoon? Want to go to the Roxy to see the latest Sci. Fi? Then Science Fiction in Film is for you. We have an incredibly dynamic roster of guest speakers who discuss everything from artificial intelligence and robotics, to race and gender in film, to the military aspects of science fiction films. In previous years we have visited Revision to see their ballistic (bullet resistant) eyewear, tried on night vision goggles at the National Guard and gone inside their new Black Hawk Helicopters. We have gone to the Roxy to see Road Warrior and Wonder Woman. Students will work with a UVM film professor in groups to design and write up an outline of their own science fiction film to pitch to an audience (as if they were asking for funding from Hollywood). GXs that will be touched upon are Cultural Understanding and Civic Engagement as well as Curiosity and Creativity.

Writing Component: Students will be writing their own science fiction plot for a movie.

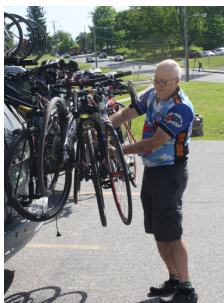
### **Singletrack Mountain Biking for Advanced Bikers**

6 Students

Get ready to test your skills and endurance pumping up some of the northeast's best trails! We'll ride fast and flowy as well as tight and technical terrain both in and out of Chittenden County (no bike path riding unless the trails are closed). We will also connect and work with FOTW (Fellowship of the Wheel) to put some hours in maintaining/building trails hopefully in the New North End. Bike maintenance and extreme videos will keep us entertained on days too wet to ride! Experience riding with bikes ready to roll a must.

### **Vermont Road Bike Tours**

18 Students



Vermont Road Bike Tours We will ride long distances on bicycles around the Burlington area on skinny tire bikes. The routes are hilly and long, but also very beautiful and interesting. The rides will each take about three hours to complete, not including rest time. If you need to borrow a bike, we have some available. Vermont is one of the most beautiful places to bicycle in the world- discover why for yourself! We will do day-long road bike rides around the area and teach you how to properly ride longer distances, what bike 'touring' is all about, and learn some Vermont history and geography. Daily distances will be from 20 to 40 miles [remember: the Burlington path is about 7 miles long and is fairly flat- our rides are much longer and hillier], with most days having at least two options. While it is very helpful for students to have their own bicycles (road bikes will be best), some bikes can be provided. You will learn tips on safe road-riding, how to overcome large (and small) hills, and how to fuel your body correctly.

Writing Component: Each day students will log distance and daily route. Each daily route will have either a specific historic or geographic writing prompt.

### **Welcome to Middle Earth**

16 Students

Love Tolkien? Seen the Films? Read the books? Want to read more? Want more time in Middle Earth to read, explore and discuss Tolkien as well as the stories and history which inspired him to create his own world, literature and history from the "Silmarillion" to "Return of the King"? "Welcome to Middle Earth" is the class for you!

Writing Component: Students will write about reactions to various readings/ films. They will create a final project which will require a writing component. They will create a character of their own based upon the creatures of Middle Earth and write short stories based upon their adventures. Some will develop scripts adapted from chapters in the books.

## Morning Course Offerings

### **Art of Science**

8 Students

Students will use drawing and painting to observe the natural world. Different mediums and techniques will be taught and explored by observing rocks, plant and animal specimens, landscapes, and portraits. While being a skilled artist is not required, a desire to create art is.

Writing Component: Students will share both written and oral reflections on the processes observation and creating art.

### **Bead and Jewelry Making**

16 Students

Students will experiment with various materials (paper, polymer clay, Shrinky Dinks, wire, fabric and recyclables) and learn techniques to create one-of-a-kind beads and jewelry. Students will keep a small journal to sketch their ideas for designs.

Writing Component: Journals will be used to take notes and write the procedure for each technique that they learn in class. A small assignment will be given: research and write a half-page response to a culture in which jewelry has symbolic meaning or significance.

### **Beating the House...or Not**

16 Students

Students will learn the math behind Roulette, Blackjack, Craps, Baccarat, Three-Card Poker, Caribbean Stud, Let-it-Ride, etc. More specifically, they will learn the reasons how the casinos create games that are inherently against the player. We will play all of these games and see first hand that the games are meant to have the player lose.

\*\*Students should have a strong interest in math to take this course, as some of the concepts require a bit of higher level math.

Writing Component: At the end of the course, students will create a brochure for a casino game, describe the rules and then explain in layman's terms and mathematically why a person may not want to play that particular game.

### **Bridge: The Greatest Card Game Ever**

20 Students

Students will learn the basics of the card game Bridge. Bridge is considered one of the best and most challenging card game out there. Playing with a partner against another team of partners, players will learn the phases of a playing bridge hand: properly assessing your hands strength, clearly communicating with your partner during the bidding phase, playing the hand to maximize victory, and accurate scoring.

Writing Component: Writing will be incorporated as a daily journal that becomes a students' "cheat sheet" to be used while actually playing the game.

### **Burlington's French Sister City (preparation course for travel in June 2019)**

10 Students

This course is a preparatory course for students who will be traveling to France during the 2019 Yes program. The YES trip to France will consist of a week of visits and a week of immersion in our sister city of Honfleur. During the June 2018 course, students will gain a deeper understanding and a greater appreciation of the sights that they will discover during their stay by researching these places of interest and learning about them prior to the trip. Students will also work on creating presentations that they will deliver to the High School students in Honfleur during their homestay. The purpose of these presentations is to introduce Vermont, Burlington and Burlington High School to the French students. Students will also work on their own letters of presentation for the French families who will host them. Students will identify topics of research that they will be responsible for during their stay in France and will report on their findings upon their return in the presentation of learning. Finally students will design a plan of action for fundraising opportunities to help defray the cost of their trip.

Prerequisite: *Enrollment in a French class next school year*

### **Engineering Challenges and Art**

24 Students

Do you want to use your imagination to create and make? Learn to use makerspace tools and art supplies to create games, art, cool stuff and more! Explore paper circuits, e-textiles, cardboard pinball, engineering challenges and more!

Students will design and prototype in teams, draft, and journal.

**GX:** Curiosity and Creativity; Critical Thinking and Problem Solving

### **Event Planning**

12 Students

Hello Burlington High School Students! We are looking for a team to plan and host an event for a local charitable organization. The event planning course will offer presentations from local partners in areas that may include: luxury event and wedding planning, social media marketing and strategy, invitations and graphic design, photography, etiquette, floral arrangement and interior design. Students will be asked to create a proposal for event design and implementation, create a timeline of task completion using planning and organizing strategies, manage a social media page that describes the nature of the event and pertinent information, keep and maintain an event budget, and write proposals to submit to area partners to acquire donations needed for hosting the event.



## **For the Birds**

16 Students

Join us to learn about all kinds of birds! We have seen everything from hawks and owls and eagles to blue jays and robins. We'll visit sites around Chittenden County including Shelburne Farms and Bay, the Colchester Causeway, Colchester Pond, Rock Point, North Beach, Delta Park, and Ethan Allen Homestead. We will work with the tools of birding: binoculars, field guides, and multimedia resources. You will need to wear comfortable clothes and sturdy shoes as we do a lot of walking in all kinds of habitats.

Writing Component: Writing Connection: In addition to researching and writing a culminating project for our Presentation of Learning, students will also write daily journal entries reflecting on our experiences during our bird walks.

## **Fractals, Monsters, Chaos, and Antennae**

16 Students

During this course we will create really awesome psychedelic computerized images and movies of FRACTALS! We will dive deep into the mathematical abyss of fractal sets and monsters. To do all this we will explore this history of fractals from their birth to the exploration with computers. We will mathematically, graphically design them, iterate them; and produce them, mathematically, algebraically, and with paper and scissors. We also explore the connection between fractals and chaos theory and students will demonstrate chaos theory through different mediums, photography, art, paper or a new project of their choice. This will include Algebra II level quadratics. The second part of the course will explore the applications of fractals in modern conveniences such as fractal antenna in cell phones and tvs, and the use of fractals in digital design and special effects in movies. We will expect a LEAF essay and students will write and reflect how the fractal nature of everything from the very small to the very large. Students will write and reflect how they notice the fractal nature within everything from DNA to galaxies and how their perspective was changed through this course.

Writing Component: We will expect a LEAF essay and students will write and reflect how the fractal nature of everything from the very small to the very large. Students will write and reflect how they notice the fractal nature within everything from DNA to galaxies and how their perspective was changed through this course.

## **Give Me the Splendid, Silent Sun: Mindfulness through Reading and Writing Poetry in Nature**

16 Students

The goal of this course is to raise awareness of mindfulness and develop students understanding of poetic forms through study, modeling, and exploration. Describing the natural world has a long tradition in poetics; in this class we will read some of these classic poems from Donne to Frost. We will analyze their techniques and employ them. Among these forms include sonnet, haiku, villanelle, narrative, and epic. At the end of the class, students will have generated a portfolio of work, which they can add to their PLP. Curiosity and Creativity, as well as Effective Communication, will be the core GX's for this course. Students will read and analyze poetry, create their own works, collaborate with peers to create well wrought products, and compile their best work. The editing, revising, and publishing skills developed will culminate in the chance to send their best work to a local VT publication. The last day of YES will be spend listening to student recitations of poetry. Time left over would be spent exploring what other students are doing around the school. The public will be invited to attend and a compiled work will be distributed digitally. A mindfulness routine will be integral to class daily. This will incorporate lifelong habits of learning in Personal Development.

## **Going Transcendental**

16 Students

As Henry David Thoreau and Ralph Waldo Emerson found almost 200 years ago, we have a lot to learn from nature. Students will follow the lead of these authors by going into the natural environment that surrounds us and beginning to seek answers to the question of what it means to be fully human.

Writing Component: Students will keep a journal in which they record their experiences, impressions, moods, observations, etc. Students will record observations, reflect on them, and draw conclusions about life. They will record their observations of nature. They will also record their own reflections on all that they observe. They will use their observations their thoughts, hopes, dreams, concerns, and growth as an individual. That is, they will begin to develop a working and dynamic philosophy.

## **Hamilton**

26 Students

In this course students will dive deep into Hamilton: An American Musical, which is now widely considered the most important musical in many years. We'll learn about the creation of Lin-Manuel Miranda's amazing music and songs from the show, and look into some of the real life history that fuels the action. But mostly, we'll put on our own mini-Hamilton show, including staging several numbers from the musical. Students will have the opportunity to sing, rap, and dance their way into American history. Students who are interested in any aspect of this musical are invited to join this class. Historians, Musical Lovers, Performers, there is something for everyone in this all inclusive YES Session!

Writing Component: Students will journal and blog about what they learned and how it either matches or doesn't match the production of this show.

## **Hispanic Traditional Dances**

16 Students

In this class students will be able to:

- Learn about the different Hispanic Traditional Dances
- Distinguish between the dances in the different Spanish speaking countries
- Compare the dances among the Hispanic countries

- Watch clips on the Hispanic dances
- Write their own opinion about what they have learned, which traditional dance they liked the most and why
- Learn how to dance Salsa
- Learn about and understand people, cultures and perspectives.

### **Introduction to Weightlifting**

12 Students

This course will give students an overview and introduction to the sport of Weightlifting. Students will be working on building strength, gaining flexibility, learning about the sport through history, and develop explosiveness through the different types of lifts. This course is for everyone who is looking to build strength for either their own personal health or to be a parallel of building strength for their own sport.

Writing component: Students will keep a training journal and reflect on their nutrition, workout and overall mood for each day. In addition, we will read selections from books and articles on lifting, which students will summarize and reflect on in their journals.

### **K-LIFE: Korean Culture and Eats**

16 Students

In this course, you will learn basic aspects of Korean culture. This includes a bit of language learning, exploration of pop-culture, as well as cooking(!) Each student will also have a Korean student pen-pal that they will write and respond to throughout the course.

Writing Component: Students will learn the Korean alphabet and the basics of Hangul (Korean) pronunciation. They will also be writing to their Korean pen-pals--it is assumed that much of the subject matter here would relate to cultural topics.

### **Lifetime Outdoor Games – Croquet, Bocce, Bag Toss and More**

16 Students

This class will introduce several outdoor games for fun with family and friends like croquet, bocce, bag toss, horse shoes, waffle ball, flag football, and the like. No need to be particularly athletic to learn and play these sometimes competitive but mostly fun outdoor games. We will initially spend some time in the classroom exploring/explaining the origins of each game before actually playing.

Writing Connection: Reflective checkpoints throughout program. Students will write about their favorite outdoor game and their experiences learning them. In addition, students will create a rule sheet for “quick play.”

### **Mindfulness and Creativity: Cultivating Your Artistic Life**

18 Students

Creativity is an essential part of being human. Mindfulness leads us to our own creative nature. In this course we will explore mindful practices that will help us create art. The class will consist of an extended mindfulness practice followed by opportunities to express our creativity through artistic projects. We will practice sitting, walking, and other forms of traditional mindfulness that require a willingness to engage in quiet activities and reflections. We will use the energy and insights from our mindfulness to help us create projects on paper, in paint, in sketches, collages, and any other forms we discover. To participate in this course you must have an open mind, be comfortable with quiet, and be willing to take artistic risks. *This course addresses the Curiosity and Creativity Graduate Expectation.*

Writing Component: Students will maintain an artist’s journal, which will comprise both writing and art.

### **Painting with Watercolor**

16 Students

Gain confidence in expressing your creative ability through watercolor painting. Learn about the materials and tools (brushes, surfaces...) and various application techniques used for painting with watercolors. View the work of famous and local watercolorists in galleries and museums around Burlington. You will be required to draw, to create, to explore coloring, and to keep a journal where you will need to reflect on your own work and the work of others. This is a course for beginners. No previous skills needed.

GR’s: Curiosity and Creativity: exploring ideas with open mind and try new and different ways to approach life and learning.

### **Paper Mache and Studio Art**

16 Students

This course uses paper mache to create large folk art sculptures using the carvings of Oaxaca Mexico as inspiration. Students need no prior art experience, they just have to enjoy working with their hands in an open studio environment. All finished work is theirs to keep at the end of the class.

Writing Component: Students will keep a personal journal of the techniques and process used to create their sculptures.

### **Photography Essentials**

16 Students

Wish you had better pictures to post online or share with friends? This course will look at the essential techniques professionals use to take visually appealing photographs including lighting, composition, and perspective. Students will then put those techniques to use in their own photography. Students can bring a camera they are learning on or use their own phones. If preferred, an iPad can be provided.

Writing Component: Students will write reflections about their photography to document their learning as well as write feedback on photographs taken by their peers.

## Poetry en Español

16 Students

Students will be able to:

- Talk about Poetry in general.
- Identify and learn about different Hispanic Poets.
- Write their first Poems en Español and
- Make their first Poetry Book en Español with illustrations. (with the use of construction and lined paper and they will laminate their Books.)
- Understand and appreciate different people, culture, and perspectives.
- Use their creativity and curiosity to write their own poems.

## Politics 2018 - A New Age in American Government

16 Students

Study of the impact on the American political system going forward. We will review Trump's first year in office, the Media and the role of the House and Senate, as well as examine how the (3) branches of our Federal Government now operate and the evolving role of the Media on current political developments in the United States and globally.

Writing Component: The writing element will be an analysis by each student of how the Federal Government is working and their opinion as to how it will impact their immediate lifestyle choices.

## Preparing for College Athletics

26 Students

This class is meant to introduce students to the process of becoming a college athlete. Many students have not been taught the recruiting process, the expectations of being a college athlete, or even grasp their own reality. The students will be expected to write personalized introduction letters to prospective schools. They will also interact with coaches over email during the class. In addition to navigating the formal process of interacting with collegiate athletic programs, students will learn about the physical demands and affects it has on the body. Students will spend time learning various exercises and lifts that will improve overall strength and ability. In addition students will look at college athletic training programs and how to balance the program demands in their lives.

Writing Component: The students will be expected to write personalized introduction letters to prospective schools. They will also interact with coaches over email during the class.

## Sexuality Education 2.0: Let's Talk About You and Me

16 Students

This peer-led course will be co-taught by students who are part of Advocates for Sexual Knowledge (ASK), the Planned Parenthood Peer Educator Program. We'll talk about healthy relationships- and yes, that includes sex- but also abstinence, communication, safer practices, diseases, and all of the other sexual health information that could be useful to you. Whether you are interested in going into the healthcare field, want a refresher before you go off to college, or are interested in learning a more comprehensive sexual health education, this course will give you the opportunity!

Writing Component: Daily writing prompts on topics of the day along with written in-class work required for daily lessons.

## Smellable Art: Making Natural Fragrances

16 Students

Have you ever wondered how perfumes and colognes are made? In this course, you will learn about the art and science of creating natural fragrances. Each student will produce and bottle a unique fragrance by the end of the course. To create a successful fragrance, you will first study the types of materials used in natural perfumery, how natural perfumery differs from commercial perfumery, and learn to smell like a perfumer. Once you become familiar with the basic scents, you will learn how to blend them into a well-constructed perfume. Course requirements include keeping careful notes and making detailed observations about scents and blends, constructing a perfume using the principles of perfume composition, and creating an attractive display about the components of your perfume and the inspiration for your scent. Health note: This course requires participants to smell essential oils for more than an hour daily. It may not be an appropriate choice for students with asthma, allergies to any essential oils used, or strong sensitivity to odors. Please make sure your participation would not be limited by health concerns if you elect to sign up for this course. If you have questions, please contact the instructor.

Writing Component: Students will write detailed observations of scents, keep a journal of written reflections on their learning each day, and write about the inspiration for their perfume. The story of their perfume inspiration will be included in their final display.

## Sustainable Energy and Infrastructure for the Future

18 Students

Students will look at the energy systems that make Burlington a leader in sustainable energy infrastructure and what made Burlington the first All-Renewable Energy City in the US. Students will discover what makes Burlington unique, and visit the McNeill Power Generator as well as the Winooski One Hydroelectric Dam. Students will also look at other examples of sustainable energy systems from around the US and the world, and consider the functionality in their communities. The class will run an experiment on making their own windmills, and apply the lessons they learned about the viability of wind to other sources of sustainable energy.

Writing Component: Students will do a Lab Reflection following the experiments, as well as write daily reflections.

### **Teaching Assistant in Elementary or Middle Schools**

12-14 Students

Students in this class will be volunteering to help in our elementary or middle schools during YES time. The end of the year is a crazy time in our schools. Many of our schools are understaffed and several teachers do not have enough help in the classroom. A journal will be kept throughout this experience. Prerequisite: *For current juniors and seniors.*

### **The French-Speaking World Through the Movies**

16 Students

Students will broaden their understanding of the French-speaking world through the viewing of films from Europe, Africa and North America. Students will discuss and reflect on the different cultural practices presented in the movies. No prior knowledge of the French language is required as subtitles are available for each movie. Different genres of movies will be shown. Students will enjoy a wide range of films from mysteries to musicals to comedies and dramas.

### **The Game is Afoot: The Enduring Popularity of the World's Most Famous Detective Sherlock Holmes**

16 Students

In this course students will learn about Sir Arthur Conan Doyle and his inspiration for Sherlock Holmes. How this fictional detective, the first crime-scene investigator had an impact on criminal investigation and forensic techniques. What it was like to live in Victorian England, the time period of the Holmes stories. How the character of Sherlock Holmes has been adapted and modernized over time and why his popularity has endured. Student will read some of the shorter stories as well as watch different television and movie versions of Sherlock Holmes including the BBC Jeremy Brett television series, the BBC Sherlock television series with Benedict Cumberbatch, The CBS television series with Johnny Lee Miller, and the Robert Downey Jr. Sherlock movies. Students will also learn about cryptography.

Writing Component: Students will have a chance to write their own Sherlock Holmes story or develop their own detective and feature him/her in a short story or play.

### **The Healing Power of Animals**

16 Students

Did you hug your dog? Did you know that animals can be more than just pets? Did you know that animals can have jobs? Join us as we meet, read about and watch animals who make life easier and better for people! In this ½ day class, you will:

Expand your knowledge of what animals can do.

Learn about different jobs that animals have in our community.

Learn about animals who make it possible for people to live independently.

Learn how animals help calm and comfort people.

Learn about how laws were written to accommodate working animals in our community.

### **The History of Blues and Rock & Roll through Vinyl**

16 Students

In this course we will walk back through the time, on the musical highway of Vinyl. We will travel back to 1950s and work our way into the early 1990s to discover the essential eras of Rock n' Roll. While listening to vinyl, we will discuss the influence of the music created, and what was going on in the world during that time in it's original sources. While discussing what major world events are taking place, we will listen through vinyl to the music that was created during those times. Also discovering the difference in sound quality between Vinyl and Digital. A vinyl record is an analog recording, and CDs and DVDs are digital recordings. Original sound is analog by definition. We will be covering artists like; B.B. King, Albert King, Stevie Ray-Vaughan, Miles Davis, Eric Clapton, Pink Floyd, The Grateful Dead, Led Zeppelin, & Bruce Springsteen.

### **The Simpsons and Society**

16 Students

Students will understand the different types of archetypal characters and how The Simpsons creator Matt Groenig uses these character types in each of his episodes.

Writing Component: Students will keep a daily journal in which they will respond in writing to the class discussion topics. They may choose to share one of their entries during POL Day if they so choose.

### **TOEFL Preparation** (*For Bridging English and above students.*)

10 Students

TOEFL (Test of English as a Foreign Language) is an important English proficiency test for college bound students who are non-native speakers of English. The test is an admission requirement at most four year colleges in the US. During this half day course, students will have the opportunity to familiarize themselves with the test. Key language skills and test-taking strategies will be addressed to enhance test outcomes. This is a test-preparation course. It is designed for advanced level English language students who plan to apply to colleges after graduating from BHS. This class is NOT appropriate for lower level students.

## **Training for a 10K or Half Marathon**

16 Students

Have you been wanting to run a half marathon? Do you like running and would like to challenge yourself and work toward a specific goal? This course is for students who want learn about and train for for running a 10k or 1/2 marathon running. Students will set a running goal, learn about and create an individualized training plans designed to reach their goal. We will also learn about how nutrition, pacing, heart-rate and recovery impact training and performance. We practice some yoga to learn about how it can benefit runners and performance, as well as what apps and online resources can help runners to plan their routes and predict their ideal pace. And we will make our own, homemade 'fuel'. Most days will include some classroom time and a running workout based on a 10K or 1/2 marathon training plan.

*Some running or other athletic experience involving running (such as field hockey, basketball or soccer) is preferred for this course. Students who are expecting to compete in States for Track and Field should not choose this course because it will probably conflict with Track and Field training.*

Writing Component: Students will keep a training journal and reflect on their nutrition, workout and overall mood for each day. In addition, we will read selections from books and articles on running, which students will summarize and reflect on in their journals.

## **Vegan & Gluten Free Cooking**

16 Students

Students learn how to cook vegan and gluten free foods. Students plan menus, shop for groceries, and cook food. On field trip day, students visit local places that have vegan and gluten free foods.

Writing Component: Students create a class cookbook with recipes and reviews.

## **Women's Personal Safety / R.A.D.**

16 Students

This course is designed for B.H.S. women and is specifically suited to young women needing readiness training for college and / or independent living in the near future. Participants will be provided the opportunity to think about and plan ahead for all types of situations each may find herself. The course aims to help women maximize personal safety in an independent, confident and informed manner. The course will cover content ranging from safely changing a flat tire on the side of the road to college campus awareness. A highlight of the course will be the opportunity to practice and advance skills in personal defensive techniques by participating in a R.A.D. course offered by certified instructors in partnership with the Burlington Police Department. A 25\$ fee may be charged to cover R.A.D. training. Any participant under 18 years of age will need signed parental permission forms to partake in R.A.D. training.

Writing Component: Students will log their experiences, reflections, new knowledge gained, and skills reviewed. This log will serve as a valuable resource of information for women to take with them in the months and years that follow as they find themselves traveling and living independently both near and far from home.



## Afternoon Course Offerings

### **A Culinary Trip Around the World**

16 Students

This course will introduce students to recipes from around the world that are representative of different cultures. Countries that the course will focus on include Greece, Italy, France, China, India, Thailand, Germany and Ireland. Each day of YES students will learn about the origins of the dish they are making and then have a chance to cook and try the dish.

Writing Component: Students will keep a daily journal log with a copy of the recipe that describes what they learned or thought was interesting, how they worked with their group and what they thought of the taste of the dish and their execution of it.

The graduation requirement that aligns with the curriculum is Cross-Cultural Understanding.

### **Art of Science**

8 Students

Students will use drawing and painting to observe the natural world. Different mediums and techniques will be taught and explored by observing rocks, plant and animal specimens, landscapes, and portraits. While being a skilled artist is not required, a desire to create art is.

Writing Component: Students will share both written and oral reflections on the processes observation and creating art.

### **BHS Show Choir**

20 Students

Although Glee was the first TV show to showcase show choirs, they have actually been around since the middle of the 1990's. In this course we will learn vocal music and set it to choreography. Almost like a musical number from a musical we will work on 3 songs to present to the School during the showcase. At the end of everyday students will journal about what rehearsal was like that day. They will start to make connections on what is different from a real life show choir and what they see on TV. Other prompts such as "What are you finding difficult, what is coming easy? Students will also be exposed to not only different types of musical styles but also different types of dance. Such as jazz, ballet, and show choir style dances. Along with the actual performance students will present a 3-4 minute presentation about what it is like to be in a show choir.

Writing Component: Students will log the differences in what happens in real life and what happens in the show Glee.

### **China Through Movies**

16 Students

Come join us to learn something about China through movies. China has a very long history and a rich culture. In this course, you will learn how elements of Chinese history and culture are represented in movies. You will learn about China's past and present through research and movie screening. All movies are in Chinese, with English subtitles. As some contents of this course overlaps those in Chinese classes, this course is not appropriate for students who are already taking in Chinese classes at BHS.

### **Circle Time**

15 Students

Circle Time gives you time and space to get know students at BHS who you might not normally interact with much during the regular school year. We use the Restorative Practice Circle format to talk and listen to each other. You have the chance share your thoughts and opinions about various topics that are interesting and relevant to teenagers - students choose most Circle topics.

Writing Component: Daily reflections to process the Circle and to propose future Circle topics.

### **Drums: From the Set to Marching**

10 Students

In this course, students will explore the world of drumming through learning the basics of drum set as well as marching percussion. By the end of the course, each student will be able to perform a beat on the drum set, as well as perform a composition as a group on the marching drums.

Writing Component: A reflective piece on the course at the end or their own "beats," either on drum set or for marching.

### **Explore Lake Champlain: Learn to Canoe & Snorkel**

16 Students

Explore Lake Champlain using a canoe above the surface and using a mask, fins, and a snorkel below the surface. Students will learn how to enter a canoe, canoe strokes, how to steer, and what to do if you flip. Students will also learn the basics of different types of snorkeling equipment; how to determine the proper fit; kicking techniques, breathing techniques, surface dives, and more. Once students have learned the basics and weather permitting, we will go to different Lake Champlain locations and take in beautiful vistas, observe fish, examine old shipwrecks from afar, and take in other above water and underwater sites. Given the water temperature in late May and early June, wet suits are recommended but not required. Swimming is a prerequisite of this course. Students would be asked to self-evaluate their swimming ability and have their parents attest to their ability by signing the self-evaluation form (novice, intermediate, expert).

Writing Component: Students will reflect on daily outings and guest speakers.

## **French Boot Camp**

16 Students

This course is for students of all levels of French or no level of French. The goal of the course is twofold. The first goal is to provide students with an opportunity to either start learning the fundamentals of the French language or to simply better and enrich their existing language skills. The second goal is to develop an understanding of the cultural impact of the French-speaking community. In this course, students will create their own learning plan and will research their own topic of interest. Students will develop a greater understanding of the French-speaking world and an appreciation for the contributions of French-speaking personalities who have made contributions to the world. As a culminating activity students will share their learning with the group and with a larger audience during the presentation of learning. Students will focus on specific goals attainable in a two week time frame. Students will also participate in a day trip to Montreal. The purpose of the visit is to get acquainted with the city and understand its connection to French-speaking world.

## **Fundamentals of High School Basketball**

16 Students

Students will learn the skills, both offensive and defensive, team and individual, of how individual play and team play work at the high school varsity level. Students will be taught the basketball skills of shooting, passing/catching, dribbling, individual moves, rebounding, individual defensive skills and team concepts. While learning these skills with the basketball and defensive positioning, students will work on the fundamentals of the game such as fast break offense/defense, setting and using screens, playing without the ball, offensive spacing and reading the defense to enhance offensive effectiveness. Developing the skills and drills necessary to improve yourself as a player while also gaining a better understanding and awareness of team concepts.

## **Give Blood, Play Rugby**

26 Students

Students will learn about the evolution of the sport (both 7 vs 7 and 15 vs 15 varieties), and learn the laws of the game, including the fundamentals of tackling, rucking, mauling, scrums, lineouts, and running plays in the backline. There will be contact with others, so bring a mouthpiece!!

Writing Component: Students will culminate their course by creating a tri-fold brochure advertising rugby to those unfamiliar with the sport, comparing rugby to other team sports more familiar to Americans.

## **Grill It**

16 Students

Do you love food cooked on a grill or over a fire? Learn to create delicious grilled dishes, from vegetables to meat to pizza in this YES course. Students will not only learn cooking skills, but will also investigate the science of grilling, from what reactions produce the nicely browned crust on grilled foods to making the perfect pizza dough for grilled pizza. Students can expect to spend time researching the science of cooking, researching and writing recipes, and learning cooking safety and techniques in addition to actually cooking. Each student in this course will also complete an individual project investigating a specific interest or question they have connected to grilling. GX Connection: Curiosity and Creativity.

Writing Component: recipes, journal reflections (other types vary based on individual project chosen)

## **Hispanic Traditional Dances**

16 Students

In this class students will be able to:

- Learn about the different Hispanic Traditional Dances
- Distinguish between the dances in the different Spanish speaking countries
- Compare the dances among the Hispanic countries
- Watch clips on the Hispanic dances
- Write their own opinion about what they have learned, which traditional dance they liked the most and why
- Learn how to dance Salsa
- Learn about and understand people, cultures and perspectives.

## **Introduction to Golf**

16 Students

Students will learn all aspects of the game of golf, including: the full swing, chipping, pitching, sand shots, and putting. In addition to the physical swing, students will be instructed in the full rules of golf, etiquette, shot theory, course management, the history of the game and the physics of the golf swing.

Writing Component: Students will research and write about the aspect aspects of the game of golf, including recent changes in the rules, rules, playing formats, the history of the game and the equity issues surrounding the game.

## **Introduction to Rock Climbing**

13 Students

Explore the exciting world of rock climbing and build confidence with a team of new friends. Rock climbing is an individual and group sport: an opportunity for self-reflection, self-discipline, focus, concentration, athleticism, and friendship. Learn the skills of rock climbing including technique, language, gear, knot-tying, safety, climbing etiquette, and team building. Students will learn skills through a combination of 2 days of classroom instruction, 5 days of climbing instruction at MetroRock, and one full day of an adventure ropes course. This class will teach students the basic safety and practical skills necessary to become part of the recreational rock climbing community. Through this class students will receive a belay certification which will allow them to continue to build their rock climbing skills after graduation.

Writing Component: Writing elements will include vocabulary quizzes and reflections. This class is designed for beginners through experienced climbers.

Course Fee: \$160 (Costs may be reduced up to 25% for students with approved gear. Some scholarships may be available.)

### **Irish Culture and Stepdance**

16 Students

Want to get more in-touch with your heritage? Always dreamed of visiting Ireland? Sign up to learn more about Irish Stepdance and some of the history and culture of the Emerald Isle. We will be learning some basic steps to reels and jigs. We will also be choreographing and performing in a ceilidh (showcase of traditional arts) of our very own. For our writing component, we will be researching and presenting about different aspects of Irish culture and history (food, mythology, music, etc).

### **Knitted Gifts from the Heart**

16 Students

Students will learn to knit and/or develop their knitting skills while creating a gift for someone in the community. Students will be able to : choose a project and yarn, cast on, knit, cast off and concentrate for an extended period of time without use of technology (except for music) Students will develop perseverance as they practice new skills. Students will write cards to the recipients of their projects. Students will respond daily to writing prompts in their journals. Students will follow written knitting instructions. Students will display their projects and their cards during P.O.L. and discuss the creative process. Students will visit our local yarn store to choose yarn and hear from the owners about their business experience in the knitting industry. Students will hear from at least one of the directors of the local recipients of their projects- the Humane Society, The Lund Home and/or ANEW Place.

Writing Component: Students will write cards to the recipients of their projects. Students will respond daily to writing prompts in their journals. Students will follow written knitting instructions. Students will display their projects and their cards during P.O.L. and discuss the creative process.

### **Leadership and Social Justice: The Paj Wadley-Bailey Leadership Institute**

16 Students

This course is for students who are interested in becoming a leader and activist to address issues of racial, gender, or economic social injustice. Students will develop their own definition of leadership based on class discussions and ideas from community organizers, who will be guest speakers. Each student will write and deliver a speech that explains their style of leadership, a pledge of ten constructive leadership skills and future activism plans. An award will be given to three students who exhibit excellent leadership skills that will improve injustices in our society.

Writing Connection: Along with journal note-taking, students will write at least two speeches and a pledge that utilizes ten constructive leadership skills.

### **Lights! Camera! Action! Movie Making 101**

16 Students

Learn movie making techniques to plan and produce your own short video. Explore available resources for video capture, lighting, and sound, even green screen FX. Explore 3 different video editing tools (iMovie, WeVideo and Doink) available to bring your ideas to life. GX: Creativity and Communication

Writing Connection: Storyboarding techniques for project planning. Students will create written reviews evaluating their own and peer work.

### **Mindfulness, Restorative Yoga & Intuitive Art**

25 Students

Students will practice restorative yoga and mindfulness, learning how to use these practices as a tool to access their innate creativity.

Restorative Yoga is a meditative and calming type of yoga. It helps to calm the mind, increase and maintain flexibility in the joints, and helps to relieve stress. The yoga positions are done on mats using bolsters and are held for 3 to 5 minutes or longer while listening to meditative music.

Students will use a variety of media to explore the process of intuitive drawing and painting. Intuitive art is a freestyle form of expression using any materials without judgement. Students will transition from yoga into drawing and painting, setting a personal intention for the class.

The visual arts and mindfulness are connected and support each other. Mindfulness allows us to relax and to better access our creativity. Students will practice mindfulness with the intention of exploring their inner creativity. Through this process they will break through preconceived ideas and barriers of what “good” art is.

Writing Connection: Students will write daily reflections on the process and outcome of their personal highlights/accomplishments throughout YES. The artwork that they produce each class will be a “visual journal” of their daily YES experiences.

### **Nature Writing**

16 Students

Nature Writing focuses on both reading and writing about the natural landscape. We will examine the way that authors have experienced and

interpreted the natural world since the mid-1800s. While we will not be studying the Transcendentalists in this course, we will be looking at the writing tradition they began. Attention will be played to the evolution of the genre, noting how what began as a celebration of the environment has become increasingly alarmist in the era of less predictable weather events as humans come try and come to terms with climate change. Students should be prepared to go outside and explore rain or shine and keep a daily journal.

### **Painting with Watercolor**

16 Students

Gain confidence in expressing your creative ability through watercolor painting. Learn about the materials and tools (brushes, surfaces...) and various application techniques used for painting with watercolors. View the work of famous and local watercolorists in galleries and museums around Burlington. You will be required to draw, to create, to explore coloring, and to keep a journal where you will need to reflect on your own work and the work of others. This is a course for beginners. No previous skills needed.

GR's: Curiosity and Creativity: exploring ideas with open mind and try new and different ways to approach life and learning.

### **Paper Mache and Studio Art**

16 Students

Students will create both a small figurative sculpture (approx. 8 to 10 inches tall) and a large lizard that emulates the folk art of Oaxaca Mexico. We will create these sculptures using armature wire, paper Mache, air dry clay, and scrap fabric. They will be painted and sealed with a gloss varnish and once completed they will be photographed occupying a nook or cranny around the Burlington High School campus, North Beach, and the Bike path. Writing Connection: The student artists will keep a personal journal that documents and reflects upon their creative process.

### **Photography Essentials**

16 Students

Wish you had better pictures to post online or share with friends? This course will look at the essential techniques professionals use to take visually appealing photographs including lighting, composition, and perspective. Students will then put those techniques to use in their own photography. Students can bring a camera they are learning on or use their own phones. If preferred, an iPad can be provided.

Writing Component: Students will write reflections about their photography to document their learning as well as write feedback on photographs taken by their peers.

### **Reading for Life**

16 Students

If you like to read and can't wait to get started on your own list of 'must-reads' for the summer, here's your chance. We'll meet everyday and spend quality time with our individual choices of books. No quizzes, no reading assignments, no reports – just read as much as you want all morning.

We'll also find out how to make a living in the world of books. We'll talk with people whose lives center around books and reading like bookstore owners and employees, librarians, authors and editors.

We'll find the best places to settle in and read – coffee shops, quiet corners here at BHS, by the lake, alone or with others, with or without green eggs and ham.

Writing Component: Each person will decide what they want to write. You could write about your book, you could write your own book, play or poetry. You could write about a career in the world of books. You could create a guide to reading and draw maps of the best places to find books or to read books.

### **Sailing and Leadership (men only)**

13 Students

Adventurous? Enjoy water? Want to try some new leadership skills? This course may be for you! Students will walk each day to the Community Sailing Center where they will learn the basics of sailing while putting new leadership skills into action. No prior experience is necessary. Come see what Burlington looks like from the lake. *Due to grant guidelines that are providing a significant portion of the cost of this course, this exciting course is for male students only.* Student Fee: \$60

Writing Component: Students will journal about their experiences both on the water and leading a team.

### **Sailing and Leadership (women only)**

13 Students

Adventurous? Enjoy water? Want to try some new leadership skills? This course may be for you! Students will walk each day to the Community Sailing Center where they will learn the basics of sailing while putting new leadership skills into action. No prior experience is necessary. Come see what Burlington looks like from the lake. *Due to grant guidelines that are providing a significant portion of the cost of this course, this exciting course is for female students only.* Student Fee: \$60

Writing Component: Students will journal about their experiences both on the water and leading a team.

### **Sewing Basics**

16 Students

If you always wanted to sew, but have never learned how, then you should sign up for Sewing Basics. You will understand sewing directions and

how to use a sewing machine. You will work on a project that you chose. Project ideas include a pin cushion, pajama pants, a skirt, a backpack, purse or beach bag, or a stuffed animal. All materials are provided. If you want a specific type of fabric, you may choose to buy it on your own, but this is not required. Every day you will write in your journal – taking notes, reflecting on daily progress, interpreting technical writing, designing a project, or brainstorming—and sew. See [tinyurl.com/yessewing](http://tinyurl.com/yessewing) for prior year examples.

Writing Component: Daily journals

Graduate Expectation Connection: Curiosity and Creativity

### **Stephen King on Page and Screen**

16 Students

Students will analyze the narrative patterns of a Stephen King short story and discuss how those patterns are used by film directors as the stories transition from the page to the big screen.

Writing Component: Students will keep a daily journal in which they will respond in writing to the class discussion topics. They may choose to share one of their entries during P.O.L. Day if they so choose.

### **Storytelling**

8-10 Students

All of us know how to tell stories, but how often do we get a chance to develop our absolutely best story for a larger audience? And how do we best tell the story? This program -- featuring two journalists as primary instructors and guest writers -- will help you discover, explore, develop and create a story. It could be funny. It could be serious. It could be in prose or in poetry. It could be about you or about an issue that is of burning importance to you. Its final form could be text, narration, a Moth-type Story, a slam or hip-hop, or anything in between. The aim is to craft the finished piece into a something digital that can be shared in a digital magazine. In this program, you will develop a new story or two -- and, perhaps, polish something you've already created, and help create a digital magazine to share and present. ALL participants will also have the opportunity to have their creations published by Young Writers Project with its media partners' publications and outlets.

### **Summer at the Drive-In**

16 Students

What makes a “blockbuster”? Why do some movies stand the test of time, while others are quickly forgotten? In what ways do popular movies reflect the evolving political and social concerns of the societies from which they spring? This course will involve discussing what makes a movie a “classic,” exploring what classic movies have in common, evaluating the thematic focus of individual films, and watching some of the best “Summer classic” movies ever made. NOTE: Some of the movies on the list may be rated “R,” so participants must be at least 17 years old or have signed parental approval for this course.

Writing Component: Students will keep a journal in which they reflect on themes found in summer movies, compare and contrast various movies, and tie characters and themes they see in the movies they view to literature and life.

### **Swimming for Health, Fitness, and Safety**

15-18 Students

Do you want to learn to swim? Do you want to improve your stroke and swim fitness? If so, join us for “Swimming for Fun & Health.” This YES course is suited to both the complete newbie and expert swimmers, alike. The courses goals are to introduce new swimmers to a variety of strokes and to improve the technique and speed of advanced swimmers. On top of gaining confidence in the water, students will have the opportunity to develop core strength, learn to eat for fitness, and plan a workout schedule. So get over your water-phobia and get in the pool with Swimming for Fun & Health!

### **The Beatles!**

16 Students

The Beatles—Take a walk through the 1960’s with John, Paul, George, and Ringo as we explore the career of the greatest band of all time, The Beatles. The course will delve deeply into the history of the band and its members and explore the cultural context that produced them, including World War II, 1950’s Britain, and the influence of American music on the world. We’ll also look at the mythology of The Beatles and why their music has endured beyond that of nearly all their contemporaries. In addition, students will keep a listening journal of their favorite songs from the Beatles and other bands. What we’ll be doing a lot of, though, is listening! And, of course, discussing the music. You need not be a Beatles fanatic to take the course, merely curious and open minded.

Writing Component: Journal entries

### **The History that Made Star Wars**

16 Students

Society has been blessed with 7 Star Wars episodes from 3 different time periods. Is creator George Lucas a storytelling genius? Yes. Did he create these stories out of thin air? No. Clearly a student of history, Lucas used the lessons from Nazi Germany, the Vietnam War, the Nixon Administration, the War on Terrorism and ancient Rome to create one of the world’s most beloved sagas. Students will watch all 7 movies in chronological order (episodes 4, 5, 6, 1, 2, 3, 7) and determine how historical events led to the success (or failure) of that episode.

Writing Component: Students will be asked to journal the parallels between specific elements of the movies and historical events. The presen-



tation of learning will require students to use those journals to demonstrate the parallels in a visual and oral format.

### **The Mathematics of Poker**

32 Students

Unlike casino games, poker is a game of skill, not chance. While you need to know the mathematical probability of being dealt certain hands, more important, is the psychology of play. How well do you know your opponent and whether your opponent is bluffing? When does the skill of representing a hand that you don't have come into play? In this program, you will learn the probability of the poker hands as well as the psychological component required to play the game. You will learn how to play against the player and not just the game itself. This will be accomplished by playing the basic poker games (tournament style) as seen on ESPN's World Series of Poker (7 Card Stud, Texas Hold'em, Razz, Hi-Lo, Omaha, etc).

Writing Component: Journal Writing

### **Walk a New Path, Gain a New World**

8 Students

In this course, we'll simply get outside and take a walk. We won't allow ourselves to be overtaken by a need for a destination; rather, we'll focus on the act of walking. As Rebecca Solnit writes in her book *Wanderlust: A History of Walking*, "Walking allows us to be in our bodies and in the world without being made busy by them. It leaves us free to think without being wholly lost in our thoughts." As we learn about and explore the multiple paths and trails for walking available to us in our very own region, we'll consider the physical, mental and emotional benefits of daily walking. Some days we'll walk and talk together, some days we'll walk in silence, some days we'll stop and take in the experiences we encounter as we walk, and some days we'll engage in reflective readings and writing on the topic of walking. All students will keep a walking journal and read selections from Solnit's *Wanderlust: A History of Walking*. Are you ready to feel less stressed, more fit, and connected to the world around you? Then join us in our exploration of walking. To engage in this class, you should be able to walk long distances and have appropriate footwear. This course aligns with the GX: Personal Development.

### **What is community service, anyway?**

16 Students

Ready to dig into the community? In this course, we will be exploring community service in and around Burlington. We will learn volunteers are essential to our community in efforts to make our community better, and then we'll pitch in to help. The work will include such diverse activities as helping sort and clean books at the library to cleaning out planting beds. There may be paint and dirt involved... Students will be given opportunities to stay after the official end time for YES classes to start accumulating community service hours. For our writing component, we will create the beginnings of a digital resource in words and pictures for peers seeking to fulfill their 40-hour graduation requirement. Our focus will be on the Graduation Expectation of Cultural Understanding and Civic Engagement.

### **Who Wants to be a Millionaire?**

16 Students

In this course we will dive into the beautiful world of finance, investing, and preparing for retirement. It may sound premature to start talking/thinking about retirement while you are still High School students, but having the understanding of the power retirement account has on one's future is essential to becoming a Millionaire. We will discuss different types of retirement accounts, different types of investments, the beauty of compound interest, the value and art of saving money, the value of risk, and I will also dive into my personal experiences of working on Wall Street, while also showing you the different retirement accounts I have set up. We will also be reading the book, "The Automatic Millionaire," written by David Bach, and learn how to become a millionaire automatically.

### **Will the Robots Win? Technology and Ethics in the 21st Century**

15 Students

Will the robots win? In this class, we'll begin to explore the role of technology in our lives, and the impact they have on society. Topics will include many things we deal with every day--such as smartphones and internet search algorithms--but we will also investigate technologies that are coming in the next few years, especially things that will challenge our sense of safety, privacy, and freedom. Artificial intelligence, virtual reality, autonomous vehicles, and more. These aren't just sci-fi movies: they are coming. Will we be ready? Let's find out together. This YES program will include readings, videos, audio, and experience --including time with local experts and a site-visit to a local technology studio. Students will do reflective writing as they grapple with the place of technology in society.

## Trip Offerings

### **Best Friends Animal Sanctuary and National Parks Trip, Utah**

10 Students

Students will volunteer at Best Friends Animal Sanctuary in the high desert of southwestern Utah. This sanctuary is home to approximately two thousand animals including dogs, cats, pot bellied pigs, horses, and other rescued animals. Students will learn about initiatives that Best Friends promotes in order to reach their goal of No More Homeless Pets. Some volunteer activities include dog walking, socializing with cats, pig grooming and food preparation, puppy training, painting etc. Students will leave this experience with a deeper understanding of the challenges faced by companion animals and the knowledge that through awareness and action there is hope to make a difference. We will also explore Zion, Bryce, and Grand Canyon (North Rim) National Parks in order to learn about the beauty and natural history of the surrounding area. Pre-requisite: Grades 10-12

Writing Component: Students will be expected to write daily reflections on their experience either electronically or in paper format.

Graduation Expectations Connection: Cross Cultural Understanding and Civic Engagement and Critical Thinking and Problem Solving

Student Fee: see Ms. Colburn or Ms. Morrison

### **Capitals of Scandinavia**

8-12 Students

Come travel the Scandinavia for nine days! We will venture to Oslo, the home of the Vikings. Next to Copenhagen, Hans Christian Andersen's fairy tale city. Lastly, we will go to Stockholm to see the royal palace and the city's oldest church. We may even meet a modern Viking! Students will create and post to a communal blog.

Writing Connection: Students will be expected to write daily reflections on their experience either electronically or in paper format.

Graduation Expectations Connection: Cross Cultural Understanding and Civic Engagement and Critical Thinking and Problem Solving

Student Fee: see Ms. Fialko-Casey or Ms. Dupuis

### **Our Government at Work**

12 Students

YES - Washington D.C. will meet with local and federal government officials during the 2-week session of YES. We will travel to Montpelier for a day and then to Washington D.C. for the week of June 3 - June 9th.

Writing Connection: Students will be expected to write daily reflections on their experience either electronically or in paper format.

Graduation Expectations Connection: Cross Cultural Understanding and Civic Engagement

Student Fee: see Ms. Blethen or Mr. Obaggy

# Year End Studies (YES) Session Registration Planning Sheet

This sheet is designed to assist you in preparing to register for the 2018 YES Session.

**WHO** needs to register for YES Session?  
All BHS students grades 9-12

**HOW** do you register? Registration will be done through an online form found on the BHS homepage.

**WHERE** can you register? Any computer with Internet access will allow you the ability to register.

**WHEN** do you register? Anytime during the week of December 5th - 8th This is not a first come, first serve process. You can register on Tuesday or Friday and you will have the same chances of getting into your selections.

**WHAT** will you need other than your course choices?

- Your School ID number (located on your ID/bus card)

- school e-mail address

- an emergency contact name and phone number

- advisor's name (grades 9-11)

NOTES:

## FULL DAY COURSE CHOICES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## MORNING COURSE CHOICES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## AFTERNOON COURSE CHOICES

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_