

# **Burlington High School**

## **Program of Studies**

**2018-2019**

52 Institute Road  
Burlington, Vermont 05408  
(802) 864-8411

HYPERLINK "http://www.bhs.bsdt.org" [www.bhs.bsdt.org](http://www.bhs.bsdt.org)

# BURLINGTON HIGH SCHOOL

## *Opportunities in Education*

### PROGRAM OF STUDIES 2018-19

The **BHS Program of Studies** describes the courses and programs available at Burlington High School in Burlington, Vermont. We encourage students to consider future goals, consult with parents and guardians, make challenging selections, and undertake a reasonable academic load in deciding the mixture of required and elective courses they will take in the coming school year. Please contact teachers and school counselors for assistance in making decisions about which courses can best meet students' interests and needs. *Depending on student enrollments and budgetary restrictions, some courses described below may be consolidated or not offered.*

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#### Please Contact Us for Further Information

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

## SCHOOL MISSION AND EXPECTATIONS FOR LEARNING

**Burlington High School** is an innovative, equitable, and collaborative community of learners inspiring and shaping a dynamic and sustainable future for Burlington. We build on the diverse cultures, experiences, and interests of our students and community to support student-centered learning and foster intellectual growth. We partner with families and the community at large to help our students develop the skills to become independent, self-directed, and lifelong learners who contribute responsibly to our world.

Our **mission** is to **challenge all students to achieve at their highest levels**. We believe every student must demonstrate the following graduation expectations:

- **Critical Thinking and Problem Solving:** Ask challenging questions, examine authentic problems, and analyze possible solutions.
- **Effective Communication:** Use a variety of methods to express, receive, and respond to information and ideas.
- **Cross-Cultural Understanding and Civic Engagement:** Actively seek to learn about and to understand peoples, cultures, and perspectives and engage in the life of the community and the greater world.
- **Personal Development:** Identify strengths and weaknesses, advocate for health and well-being, make positive choices, and take intentional steps to grow.
- **Curiosity and Creativity:** Explore ideas with an open mind and try new and different ways to approach life and learning.

## SCHOOL PROFILE

### BURLINGTON COMMUNITY

Burlington High School is located in Burlington, Vermont. With a population of approximately 42,000, Burlington is the largest and most diverse city in the State of Vermont sitting 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**. 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 950 that is uniquely and interestingly diverse, an urban school in the midst of one of the country's smallest and most rural states. All BHS students are required to complete 40 hours of community service as part of the charge "to educate and inspire students to influence and shape the future." Students 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 (NEASC) and the Vermont Department of Education. Among its professional faculty and administrative staff of about 100, 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 160 course offerings, primarily college preparatory or honors classes, are available.

- Honors level achievement is designated by an asterisk (\*) on student transcripts. Grades are *unweighted*.
- Advanced Placement courses are offered in Biology, Calculus, Chemistry, English Literature and Composition, French, Music Theory, Spanish, Statistics, Studio Art, U.S. Government and Politics, U.S. History, Environmental Studies, and World History.
- Qualified students may enroll concurrently in college and university courses.
- Support classes for the more than 140 students learning English Learners and for students with learning challenges are also available.
- Students may earn credit through community learning, workplace internships, and peer tutor programs as well as through reading, remedial skills, and support 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. 25% 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 graduating seniors reported going on to two-year or four-year colleges, universities, and post-secondary training in 2017.

### GRADES 10-12 - GRADUATION REQUIREMENTS

BHS students take a minimum of 24 required and elective courses to meet content learning expectations:

- 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.

## 2018-2019- 24 Credits Required for Graduation for 10-12<sup>th</sup> Grades:

|  |             |                          |             |
|--|-------------|--------------------------|-------------|
| English                                  | 4 credits   | Health                   | 0.5 credit  |
| Social Studies                           | 3 credits   |                          |             |
| Mathematics (including Algebra/Geometry) | 3 credits   | Fine Arts                | 1 credit    |
| Science                                  | 3 credits   | World Language (Level 2) | 1-2 credits |
| Physical Education                       | 1.5 credits | Electives                | 6-7 credits |

Plus:

Year End Studies – 1.0 credit (0.25 credit each year)

Community Service – 40 hours

### PROFICIENCY-BASED GRADUATION REQUIREMENTS

Beginning with the **Class of 2020** students must meet graduation requirements in alignment with Vermont Educational Quality Standards.. This shift is required by Vermont Act 77 and reflects best practices for students to be prepared for college, careers, and community in our ever-changing world. Instead of a set number of credits and courses, BHS students will need to **demonstrate they have achieved proficiency in:**

#### 1) Content Standards

- Literacy (including critical thinking, language, reading, speaking and listening, and writing);
- Mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry);
- Scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- Global citizenship (including the concepts of civics, economics, geography, history, and world language);
- Physical education and health education; and
- Artistic expression (including visual, media and performing arts); and

#### 2) Graduate Expectations (transferable, cross-subject skills)

- Effective Communication,
- Critical Thinking and Problem Solving,
- Civic Engagement, Cross-Cultural Understanding,
- Personal Development, and
- Curiosity and Creatively; *and*

BHS is currently working to design the system by which students will gather and present evidence of proficiency in each Graduate Expectation and Content Standard. **For 2018-19 all 9<sup>th</sup> grade students will make satisfactory progress towards the graduation requirements by taking these proficiency-based learning courses:** Humanities (9<sup>th</sup> grade English and Social Studies – two classes), Earth Science, Math (generally Algebra or Geometry), World Languages, Health/PE (one semester each), Fine Arts (Art/Music), and one Year End Studies (YES) class.

In the coming years **additional opportunities** will allow students to gain knowledge and skills needed to demonstrate the proficiency-based graduation-level standards through:

- school-based course offerings (including traditional classes updated to meet proficiency standards, career/tech center courses, and independent learning);
- virtual, online, dual enrollment college, and early college courses; and
- community, work-based, and experiential learning opportunities.

Overall, the types of high school learning experiences will increase and the ways that students can show what they have learned will be more flexible and tailored to students' interests. The clearly-stated standards that students must achieve in order to qualify for graduation, however, will remain the same.

Students will develop and maintain a **Personalized Learning Plan (PLP)** in order to establish a clear path towards graduation, Students will set and review goals and document progress towards proficiencies in consultation with a teacher/advisor and parents/guardians. Students will collect high-quality pieces of evidence (e.g. final projects, papers, performances drawn from coursework, YES classes, extracurricular reflections, and out-of-school learning experiences) in a **digital portfolio** housed within the PLP. **Advisories** will provide the time and structure for students to regularly update and reflect on this work. There will be reflection near the end of a student's high school experience for students to demonstrate they are ready to graduate.

Particularly in the first few years, most students will still meet proficiency-based graduation requirements through **a typical course load** that includes at least 3 courses of math (through at least Algebra 2), 4 courses of English, 3 courses of science, 3 courses of social studies/history, and 1 course of art/music. Students still will be required to complete 1.5 PE and 0.5 Health courses per state regulations, plus world language, business, other academic electives, and 4 YES classes. As we expand the non-traditional learning opportunities available, we hope to encourage more and more students to take advantage of those options that will allow them to reach proficiency through outside- the-classroom learning.

- Some students may need less time to achieve the demonstrations of learning that verify proficient achievement of the graduation expectations and content standards.

- Other students may need more than 4 years and additional supports for learning to meet graduation expectations.
- Students who set a path for college entrance into selective colleges still will need to closely research and track college entrance requirements in order to be prepared for admission and strong performance at the college level.

### TYPICAL STUDENT SCHEDULES

**Core Curriculum: Grades 9 and 10** serve as the foundation of the Burlington High School program while also allowing students the opportunity to begin to explore other subjects of interest. BHS students entering grade 9 typically enroll in six core classes - Humanities English and Civics/World Societies (team-taught), Earth Science, Math (generally Algebra 1 or Geometry), World Languages, and Health/Physical Education. Students may also take Music and/or Art; an additional Math and Reading class to advance skills, an Academic Study to support class instruction, English Language Learning classes, Instructional Services offerings, and other electives. Core curriculum classes provide opportunities for students to begin collecting evidence at a proficient level towards graduation in the areas of Effective Communication, Critical-Thinking and Problem-Solving, Civic Engagement and Cross-Cultural Understanding, Personal Development, and Curiosity and Creativity.

**Focused Curriculum: Grades 11 and 12** provide more options and choices for students to complete graduation requirements and to demonstrate proficiency in: Effective Communication, Critical-Thinking and Problem-Solving, Civic Engagement and Cross-Cultural Understanding, Personal Development, and Curiosity and Creativity. Students take additional years in English, Social Studies, Math, and Science; and other electives including Honors and Advanced Placement classes. Students have the opportunity to participate in rigorous technical programs at the Burlington Technical Center or Center for Technology and in dual enrollment college, virtual learning, and alternative credit options.

|  |   |
|--|---|
| <p><b><u>CORE CURRICULUM - GRADES 9 AND 10</u></b><br/> English - 2 Credits<br/> Civics &amp; World Societies and World/U.S. Studies - 2 Credits<br/> Biology, Chemistry, Earth Science, Other Science - 2 Credits<br/> Algebra and Geometry - 2 Credits<br/> Physical Education and Health - 2 Credits<br/> World Language - 1-2 Credits (Level 2)<br/> Music or Art - 1 Credit<br/> 2 YES Courses (each 0.25 Credits) – 0.5 Credits</p> <p><i>Goal: Complete core requirements and gain foundational knowledge in a variety of subject areas</i></p> <p><b>At least 12 credits by the End of 10<sup>th</sup> Grade</b></p> | <p><b><u>FOCUSED CURRICULUM - GRADES 11 AND 12</u></b><br/> English - 2 Credits<br/> 20th Century World Studies or AP U.S. History - 1 Credit<br/> Physics and/or Other Science - 1 Credit<br/> Algebra II - 1 Credit<br/> Electives – Advanced Placement Classes, Social Studies, Science, Math, Music, Art, World Languages, Business/Tech, Tech Ed, BTC, CTE, PE - 5+ Credits<br/> 2 YES Courses (each 0.25 Credits) – 0.5 Credits</p> <p><i>Goal: Focus studies in areas of high interest to prepare for post-secondary studies and employment</i></p> <p><b>At Least 12 More Credits by the End of 12<sup>th</sup> Grade</b></p> |
|--|---|

### YEAR-END STUDIES (YES)

During the last two weeks of the school year, all BHS students participate in the Year-End Studies (YES) Program. Students select one (full-day) or two (half-day) **ten-day mini-courses** in order to deepen learning interests and apply academic skills and knowledge. *Required each year for graduation*, these mini-courses provide a variety of new, enriching, and interdisciplinary learning experiences including on-campus seminars, off-campus and field experiences, travel programs, internships, community service and other learning opportunities. Credit recovery opportunities also permit qualifying students to make up academic work and gain academic credit. A culminating showcase of learning allows students, parents, and community members to learn from each other and celebrate YES study accomplishments. Students sign up in December and are informed of their courses in March. For information on this year's offerings, please see Year End Studies on the BHS website: <http://bhs.bsdt.org> under the Guidance tab.

### ADVISORIES AND PERSONAL LEARNING PLANS

BHS students have an advisory period to build connections with other students and teachers and to support each student having a Personal Learning Plan (PLP) to guide their learning opportunities while at Burlington High School and into the future. Generally there are 12-15 students in the same grade level who meet four days a week with an advisor who stays with students at least two years. In general, students will have the same advisor next year as they do this year.

### 1:1 TECHNOLOGY

All students in grades 9-12 are issued a Chromebook as a learning tool. Providing equitable access to technology and regular opportunities to apply technology skills is part of BHS's commitment to prepare students for success in the workplace and post-secondary learning. Students must abide by the Acceptable Use Policy and have parent/guardian permission to use Chromebooks at school and home.

### COMMUNITY SERVICE REQUIREMENT

All students at BHS must complete **40 hours of community service for graduation**. The hours can accumulate from the summer preceding ninth grade entrance through senior year; however, students should keep track of their hours and submit documentation each year to the Student Affairs Office. *Students may not graduate until all Community Service hours are completed.* The community service 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 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 local agencies. Participating in the many area fundraising walk-a-thons also earns students credit. 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. For other ongoing information regarding Community Service opportunities.

## INFORMATION, CREDITS, AND POLICIES

### BE SHARP

To support student success in high school, the BHS school community expects students to **Be SHARP**:

- S**afe (seek help, resolve issues peacefully)
- H**ere (be on time, focus, participate, give 100%)
- A**ccountable (meet deadlines, take responsibility)
- R**espectful (be polite and kind, use appropriate language)
- P**repared (bring books, do homework, manage time well)

During the school year, students are recognized for being SHARP and for their contributions to making the school community welcoming, safe, and respectful for all.

### COLLEGE PREPARATORY AND HONORS CLASSES

At Burlington High School courses are offered at the College Preparatory and Honors levels. 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 some type of post-secondary study, students must be prepared for college-level work. Some students may be assigned to take English Language Learning and reading and mathematics supplemental courses to prepare for and support College Preparatory classes.
- Students may also choose to take *Honors* courses that proceed at a faster pace and require more in-depth and independent inquiry. Ninth grade Humanities and Geometry students earn Honors status at the end of the school year after demonstrating their ability to meet core standards with assignments and assessments at an honors level. Juniors and seniors who are ready for college level study and wish to prepare for a national AP exam in order to gain college credit or advanced standing in college may take *Advanced Placement* courses. *Please note: all students who elect to take an AP class must take the national AP test in the month of May.*

In a study of course placement at BHS, 87% of all students took a mixture of College Preparatory or Honors 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 also be made in consultation with the student's Guidance Counselor.

### COURSE CREDIT LOAD

All freshmen are required to be fully scheduled for eight blocks with courses and study halls. Most other students also carry a full schedule. All 10-12<sup>th</sup> grade students *must carry a minimum of six courses*, or their equivalent, each academic semester unless granted prior permission by school administration.

### 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 as follows:

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

### CREDIT FROM MIDDLE SCHOOL

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

### ELIGIBILITY FOR SPORTS

All students must carry a minimum of six (6) courses to be eligible for athletics. Students **must also have passed all their classes** during the preceding quarter in order to be eligible for participation in the extracurricular program. **Only quarter grades are used to determine eligibility. FOURTH QUARTER GRADES** from the previous school year will be used in deciding first quarter (fall season) eligibility. Summer school may be used to replace failing grades in some instances. 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.*

### **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.

### **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.

### **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 be accompanied by a parent and meet with the 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 to start school after the school year begins after which time 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 under the discretion of the principal.***

### **REPEATED CLASSES**

A student may take a course again that they have already passed upon consulting with their Guidance Counselor. The student must fulfill all course requirements. While both courses and grades will be recorded on the transcript, only the higher grade will be credited and count in determining grade point average.

### **RESIDENCY REQUIREMENT**

Prospective students 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.

### **SCHOOL CHOICE**

Students interested in applying for School Choice to area high schools need to complete and submit a School Choice Application by **March 1<sup>st</sup>** of each year up to 10 new slots are available each year. A lottery will be held if more applications are received than slots available. Students will be informed by April 1 of school choice decisions or thereafter as slots remain available. School choice applications can be found on the BHS webpage at [www.bhs.bsdyt.org](http://www.bhs.bsdyt.org) or contact the Guidance Department at 864-8581.

## **STUDENT PROGRAMS AND SERVICES**

### **ASPIRE AND ACADEMIC STUDIES**

Students who wish to build a study time into their school schedule may sign up for **ASPIRE** Supported Study on a space-permitting basis. This guided study time is dedicated to quiet academic work with tutorial support including supports for 504 students. Academic credit may be awarded on a Pass/Fail basis. **Academic Studies** are study halls for students to work independently and quietly on academic work. The Acceptable Use Policy on technology use must be followed. *Limited Academic Studies may be available due to scheduling*; generally ninth grade students who do not have full schedules will be assigned when possible to an Academic Study. All students have academic study time built into **Advisories** on Tuesdays and Thursdays from 1:00-1:35.

### **DRIVERS EDUCATION**

BHS offers Drivers Education classes during the school day as well as during the summer. *In 2018-19 we will have a 7:00-7:50 a.m. class four days a week before school.* Students must have their drivers' permits and 10 hours of practice driving before the class starts. Limited slots are available; juniors and seniors have priority, and date of birth and length of permit will be considered when filling the class. Practice driving time will be scheduled after school or during the day depending on student schedules and availability. Contact Bob Hill, [rhill@bsdyt.org](mailto:rhill@bsdyt.org) or the BHS web page for further information.

### **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

### **GUIDANCE AND COUNSELING**

The Burlington High School Guidance and Counseling Department provides academic planning, personal counseling, consultation, college planning, career awareness, and prevention education to students and families. We have a dedicated counselor for all 9th graders and for EL students. All 10th-12th grade students are assigned a counselor alphabetically according to their last name. . Please consult the Guidance Office for questions regarding courses and course placement by calling (802)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.

### **HIGH SCHOOL COMPLETION PROGRAM**

The Vermont Adult Learning High School Completion is an alternative program for older students and students who wish to leave high school before graduating to work towards a high school diploma in an off-campus and small group/individualized setting. Students who complete BHS credits through this program are eligible to participate in BHS graduation ceremonies. For information, please contact the Guidance and Counseling Office or Vermont Adult Learning directly.

### **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 on Mondays-Thursdays from 3:00-4:30 p.m. Students who are behind in coursework may be referred by teachers to the Center in order to catch up on assignments. Tutors are available to help students understand and complete their work. The Open Access Computer Lab is available for student use during this time.

### **HORIZON SCHOOL**

The Horizon School is an alternative school that allows students to meet BHS academic requirements through small classes and individualized instruction in an off-campus, non-traditional setting. Students who are interested in this program should consult with the Guidance and Counseling Department at 864-8581 for further information.

### **LIBRARY**

The BHS Library is open from 7:30 a.m. to 4:30 p.m. (3:15 p.m. on Fridays) to support student academic performance through: carefully selected print and online 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 students.

### **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, the program is located at Burlington High School. Contact Guidance and Counseling Department at 864-8581 for further information.

### **SCHOOL-COMMUNITY PROGRAM PARTNERSHIPS**

BHS works with a number of community organizations to support student learning and graduation from high school. For information on Job Corps, Youthbuild, the Lund Family Center, and other school- community programs, contact the Guidance and Counseling Office at 864-8581.

### **STUDENT ASSISTANCE AND SOCIAL WORK SERVICES**

BHS has a *Student Assistance and Prevention Program* through which students can access drug, alcohol and tobacco counseling services and participate in our school prevention group START. A *School-Based Clinician* also supports student success by working with students and families on issues relating to school attendance and performance.

### **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. BHS begins the transition program for 8<sup>th</sup> grade middle school students each year in January to facilitate strong communication with students and families.

### **SUMMER SCHOOL – ENGLISH LEARNERS**

BHS typically offers summer classes for English Learner students to advance their studies or retake classes for credit, generally in reading and mathematics to practice and accelerate their learning. Contact the Main Office for further information at 864-8411.

### **SUMMER TRANSITIONS PROGRAM – READY! SET! WORK!**

The Summer Transitions Program is designed to assist eighth grade students transitioning to the high school with extra supports and



guidance through community service programs, classes in reading and mathematics, and social and job support workshops. Ready! Set! Work! provides job readiness training and internships to help students going into tenth grade be prepared for future work opportunities. These programs are possible with support from the Vermont Department of Labor.

## SCHEDULING AND COURSE AVAILABILITY

### SCHEDULING AND MAKING COURSE SELECTIONS

BHS students have a variety of choices and selections for study in 2018-19. ***It is essential that students choose courses carefully.*** Please look through the following learning opportunities and speak to school counselors and parents in order to arrive at a plan of study for the school year. The course selection process which begins in February 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. Since classes fill quickly and it is difficult to change requests later, it is important that students make thoughtful choices. 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. Finalized schedules will be available in late August, and a limited window of time for students to make changes will occur on announced days the first week of school.

## INTERDISCIPLINARY AND OTHER COURSES 2018-19

**52961 School Innovation Seminar** **0.5 Credit** **Grades 10-12**  
 School Innovation Seminar (SIS) is a student-centered social science course for BHS students, open to students in grades 10-12 who want to learn more about school—and about learning itself. In the first quarter, we will focus on the psychology of learning, including brain science, motivation, mindset, and learning styles. Next, the course explores the sociology of education. How are schools organized? Why are schools set up the way they are? How should schools evolve to meet the needs of today’s world? In the second semester, students will be introduced to key principles of social science research, and design an individual research project that focused on authentic issues here at BHS. Overall, the course is a unique opportunity to apply a social science lens to school itself, and to engage directly in the world of school change. SIS includes many extended learning opportunities including conferences, trainings, community partnerships, and direct engagement in school redesign initiatives. Grades are determined through student-centered, portfolio-driven assessment. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52901 Peer Tutor/Teacher Helper** **0.5-1.0 Credit** **Grades 9-12**  
 Students in the 9<sup>th</sup>-12<sup>th</sup> grades may earn elective credit by tutoring fellow students or assisting departments with course preparation activities. Students are required to attend an orientation and training at the beginning of each semester. Peer tutors will be assigned to classes or academic studies, and teacher helpers to departments, with regular attendance expected. Students will be graded on a Pass/Fail basis. *Primary Graduate Expectations:* Civic Engagement; Personal Development.

**52964 Driver Education** **0.5 Credit** **Grades 10-12**  
 This semester course assists students in developing the appropriate skills and attitudes to be a safe and responsible driver throughout their lifetime. The course consists of one semester of classroom time, in addition to at least 6 hours of in-vehicle driving time during or after school. Each student must demonstrate and meet the objectives of each driving lesson in order to pass. Students are expected to have a classroom average of 80% and meet the above in-vehicle driving requirements in order to be eligible to receive the Vermont Dept of Motor Vehicles course completion card, commonly referred to as the "Yellow Card". The class will graded Pass/Fail. *In 2016-17 we will pilot a 7:00-7:50 a.m. class four days a week before school and one class during the school day each semester, and two summer classes.* Juniors and seniors have priority; date of birth & length of permit are considered when filling the class. *Prerequisite:* A Driver’s Permit must be presented before the start of class; 10 hours of practice driving before class begins. *Primary Graduate Expectations:* Personal Development; Civic Engagement.

## BUSINESS AND INFORMATION TECHNOLOGY

| GRADE             | COURSES (1.0 Credit Required)   |
|-------------------|---|
| 9-12<br>Electives | Intro to Computing<br>Intro to Business<br>Career Exploration<br>Computer Programming<br>Journalism: BHS Register<br>Workplace Internship/TIPS<br>Yearbook I, II, III |

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**Business and Information Technology** classes prepare students for life after High School. They provide a foundation of learning for students who plan to pursue higher education, start a career right away, and choose and for those planning to enter the world of business as a career. Students will learn the latest in business and technology practices in a variety of courses. The courses in **Business and Information Technology** are aligned with the *Vermont Framework of Standards*.

**COURSE OFFERINGS**

**52601 Introduction to Computing** **0.5 Credit** **Grades 9-10**  
 Designed for the student new to computers, *Introduction to Computing* provides the foundation for effective and efficient use of personal digital technology. Topics will focus on general hardware/software usage and terminology; file management; basics of using word processing, presentation software, and spreadsheets (Microsoft Office and Google Apps); safe/effective use of the Internet; writing professional emails and letters. Good verbal and digital communication will be promoted throughout this class. The content of this class will also be informed by assignments in other classes at BHS where students are using technology to complete work. The goal of this course is for students to gain many of the computer-based skills needed to succeed during their high school career and beyond. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity.

**52603 Career Exploration** **0.5 Credit** **Grades 9-10**  
 This course is for students who are in the early stages of planning life after High School. We will explore ways to enter the job market immediately after graduation or after post-secondary education. Topics addressed will include interests and skills inventories, career research, workplace expectations, and school-to-work transitions. A variety of assessment tools will be used to help students identify strengths and weaknesses as they may relate to a future career and/or further education. This course will provide resources needed for making informed decisions about post-secondary education, employment, and personal growth. The entire job application process will be practiced, including resume writing and interviewing skills. This course will also provide students with a basic understanding of key concepts of personal financial literacy. Upon completion of the course, students will have generated an electronic library of relevant career and college research tools, as well as necessary documents for job applications. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Personal Development.

**52623 Computer Programming 1** **1.0 Credit** **Grades 9-12**  
 In this year-long course, students explore computer concepts, apply logic procedures, and implement programming procedures with one or more languages, such as Python, Visual Basic, Java, C#, and C++. Graphical User Interfaces, such as Alice, Game Maker, and Flash, may be used as students design and develop interactive multimedia applications. In addition, HTML or JavaScript may be employed to create Web pages. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity.

**52624 Computer Programming 2 - Independent Study** **1.0 Credit** **Grades 10-12**  
 In this year-long course, students engage in an independent study opportunity designed to provide the opportunity to explore computer programming beyond Computer Programming 1. Students will be required to propose a project, connect and consult with a community-based mentor, meet project deadlines and present their project in a Presentation of Learning. *Prerequisite:* Successful completion of Computer Programming 1 or Teacher Approval AND independent study application. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity.

**52625 Journalism: BHS Register 1** **1.0 Credit** **Grades 10-12**  
 BHS Register is a course designed to support the production of the BHS News Magazine, *The Register*. Students in the BHS Register course will produce *The Register* using both print and digital platforms. Students will learn to: write, research, and edit news stories in both traditional print and through emerging digital platforms, including digital storytelling and social media. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52626 Journalism: BHS Register 2** **1.0 Credit** **Grades 11-12**  
**52627 Journalism: BHS Register 3**  
 BHS Register is a course designed to support the production of the BHS News Magazine, *The Register*. Students in this course will produce *The Register* using both print and digital platforms. Students will learn to: write, research, and edit news stories in both traditional print and through emerging digital platforms, including digital storytelling and social media. Students will also take leadership positions as editors and mentors for the Register I students. Students enrolled in this course will learn the various components necessary to running a business. *Prerequisite:* Successful completion of BHS Register 1. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52629 Senior Seminar** **1.0 Credit** **Grade 12**  
 The curriculum for Senior Seminar prepares students for life after high school. This includes applying to college or other post-secondary education programs (supporting students on college and career applications in class with guidance) and paying for this education; 21<sup>st</sup> century job search skills; digital citizenship issues facing young adults living on their own or in college; and a student-centered independent learning opportunity. The course will also focus heavily on financial literacy skills, including taxes; credit and borrowing; home ownership and renting; cars and costs associated with transportation; risk-management/insurance; banking and loans; savings and investments, the stock market and retirement planning; the economics of family. Throughout this class, a personal budget will be developed. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Personal Development.

**526291 Senior Seminar – Independent Study** **1.0 Credit** **Grade 12**

Students may complete the *required* Senior Seminar including personal planning, personal finance, and individual learning project in a guided independent and online study. Regular meetings with a teacher and submissions of work will be required for students to demonstrate progress towards meeting course goals. Limited slots are available; an application is required and available in the Guidance Office. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Personal Development.

**52639 Introduction to Business**

**0.5 Credit**

**Grades 10-11**

This course is designed for students with developing English language skills. Students will learn about their own abilities, skills, and interests as they relate to possible future careers and/or further education. Jobs or careers that fit certain profiles and job-specific criteria (growth, salary, benefits, tasks, requirements, etc.) will be researched. Students will prepare a resume, cover letter and list of references; they will fill out job applications and practice interviewing skills. Students will learn that there are people and resources available to help them find jobs, and that there are particular practices in the U.S. that one uses to get and keep a job. Students will also learn about the US College system, typical requirements, and cost of attendance, as well as alternative post-secondary training opportunities. If time allows, basic personal financial literacy topics will be addressed. *Prerequisite:* ELP Level 2. *Primary Graduate Expectations:* Personal Development; Effective communication.

**52630 Workplace Internship (TIPS)**

**0.5 Credit**

**Grades 11-12**

This class is developed by and co-taught with the Lake Champlain Regional Chamber of Commerce. It is intended for juniors and seniors who are independent self-starters and want to explore a possible career interest in a real work environment. It offers students the completion of an internship with a local business while earning high school credit, and teaches important workplace skills and expectations. Students attend 20 hours pre-employment skills classes that include interactive assignments, site visits at local businesses, and classroom presentations by various guest speakers from within the business community. Students will then complete a 40-hour internship with a local business where they practice skills discussed and learned in the classroom. Students who successfully complete this class and its internship component are occasionally offered paid employment at their internship site (not a guarantee). *Primary Graduate Expectations:* Personal Development; Effective Communication.

**DESIGN TECHNOLOGY EDUCATION**

| GRADE             | COURSES   |
|-------------------|---|
| 9-12<br>Electives | Principles of Engineering I/II<br>Design Print<br>Digital Photography/Imaging<br>Fundamentals of Graphic Design<br>Yearbook I, II, III<br>Design Tech Independent Study |

The mission of Design Technology Education is to educate our students to become technologically literate through the study of human design in an ever-changing technological society. Design Technology education provides application and relevance to concepts of science, technology, engineering, art, and math (STEAM). Students will develop safe and appropriate skills in a wide range of traditional and contemporary technologies; while using the engineering design cycle to problem solve. Through various course offerings students will develop an appreciation for the relationships among individuals, technology, and society.

**52540 Principles of Engineering I**

**0.5 Credit**

**Grades 9-11**

In this semester course, students will explore the four areas of technology education; communications, construction, manufacturing, and transportation and power technologies. During this activity-driven course, students will use the engineering design cycle to create solutions to a variety of STEAM assignments. Students will have access to a variety of tools to create their solution – various software programs, 3D printers, laser cutter, vinyl cutter, and the woodworking lab. All design challenges will help develop the students' ability to analyze, use logical reasoning, and problem solve. Concepts of power, force, velocity, acceleration, and speed will be covered. Recent class projects have included building rockets, catapults, aerodynamic dragsters, simple machines, balsa bridges and creating promotional graphics, claymation videos, designing coasters and jewelry. Class will involve note taking, researching, quizzes and tests, but will focus heavily on hands-on projects with a strong emphasis of the importance of safety in the labs. **Students earning a 70% or higher in Principles of Engineering I may continue to Principles of Engineering II. After successful completion of Principles of Engineering II, students will earn 1 science credit.** *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Curiosity & Creativity.

**52541 Principles of Engineering II**

**52543 Advanced Principles of Engineering II**

**1.0 Credit**

**Grades 10-12**

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. Recent design challenges have included constructing parachutes, planes, maglev vehicles, electric terrain vehicles, boats, cutting boards, wooden pens and designing single color screen printing, promotional brochures, architectural layouts, and exploring alternative energy sources (wind, solar, hydro). Class will involve note taking, research, quizzes and tests, but will focus heavily on hands-on projects. *Primary Graduate Expectations:* Critical Thinking and Problem Solving; Curiosity and Creativity. *Advanced Principles of Engineering II is for highly motivated students who are ready and willing to work at a faster*

pace. *Prerequisite:* C or higher in Principles of Engineering I. **This course is eligible for 1.0 Science credit.** *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Curiosity & Creativity.

**00000 Design Print** **0.5 Credit (elective)** **Grades 10-12**

This course is designed to introduce students to a variety of printing technologies - 3D printing, laser cutting and etching, silk screen process printing, vinyl cutting, and alternative photographic processes. Once foundational skills are gained in both software and equipment use, students will design their own projects with the guidance of the instructor. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Curiosity & Creativity.

**52546 Digital Photography/Imaging** **0.5 Credit** **Grades 10-12**

During this fast-paced semester course, students will learn digital single lens reflex (D-SLR) camera operation, composition, a general history of photography, and 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. **This course is eligible for 0.5 Art credit.** *Primary Graduate Expectations:* Curiosity & Creativity.

**52542 Fundamentals of Graphic Design** **0.5 Credit** **Grades 10-12**

During this fast-paced semester course, students will explore the graphic design world creating 2D and 3D projects. This course will discuss the visual principles and elements of design. Basic typography, hierarchy of information, and using grid systems for layouts will also be covered. Software training will focus on Adobe Illustrator and 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/tests, and critiques with heavy focus on hands-on projects. Knowledge of Adobe Photoshop is recommended, but not required. *Primary Graduate Expectations:* Curiosity and Creativity; Effective Communication. **This course is eligible for 0.5 Art Credit.**

**526251 Yearbook I** **1.0 Credit** **Grades 10-12**

This course is for the highly motivated student wishing to obtain marketable experience in print media publishing. Students will identify and report news-making events; incorporate journalistic forms, create eye-catching layouts, and use photography to document a year in the history of Burlington High School and our community in the annual publication of our yearbook, *OREAD*. Students must be able to accept responsibility and work independently to meet deadlines. Documentation of events will require that staff members work after school and on weekends. Upon completion of the course students will be able to:

1. apply the basic principles of page design and layout
2. operate Adobe InDesign software
3. write copy for captions and text
4. shoot, select, and crop photographs for layout
5. work collaboratively to create a unified theme

Students who wish to enroll in Yearbook must submit a one-page writing sample to Ms. Skoglund answering the following question:

*What is the role of the yearbook in a school community? What skills or strengths will you bring to the team?* *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

**526261 Yearbook II**

**526271 Yearbook III**

**1.0 Credit**

**Grades 11-12**

Students in Yearbook II and III will build on the skills learned in Yearbook I. Students will also learn to edit copy, lead a team to produce articles in a timely fashion, generate new story ideas and feature articles, create slideshows for school events, create marketing campaigns to continue funding the publication's development, and assume responsibility and leadership for a certain component of the yearbook and publications. *Expectations:* Curiosity and Creativity; Civic Engagement/Cross-Cultural Understanding; Effective Communication. *Prerequisite:* Approval by Ms. Skoglund. Co-listed with Business. *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

**52547 Design Technology Independent Study** **0.25-0.5 Credit (spring only)** **Grades 11-12**

Have you taken a design technology course and desire to expand on this learning? Do you have an idea or concept you would like to bring to life? This course is ideal for highly motivated students interested in self-directed learning in the area of design technology and STEAM. Students may choose to study a topic of their choice for a quarter or semester long independent study under the guidance of the design technology teacher. Areas of study may include, but are not limited to: photography, graphic design, architectural design (CAD), silk screen printing, 3D printing, laser technologies, and robotics. *Prerequisite:* Permission of the instructor. *Primary Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

## ENGLISH

The BHS English Program offers the students the opportunity to develop and demonstrate comprehensive communication skills as outlined in the *Common Core of Learning*. 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. 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.

| GRADE         | COURSES (4.0 Credits Required)  |
|---------------|---|
| 9-11 Assigned | Learning Lab 9-11,<br>Other Reading Classes as Needed                   |
| 9 Required    | English 9: Humanities, or<br>English 9: Humanities Honors               |
| 10 Required   | English 10: Literature/Writing/Speech,<br>or<br>English 10 Honors:Genre |
| 11 Required   | Select Two Elective Courses   |
| 12 Required   | Select Two Elective Courses, or<br>AP English                           |

## COURSE OFFERINGS

### BHS Graduation Requirement

The BHS 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*

### READING

*Reading at grade level is an essential life skill for students to fully access high school classes and technical, college, and university level studies.* Some students need additional time and supports to read, write, and analyze at a high school level. Students who read below grade level will be assigned an additional reading support class. Typically, students at the end of eighth grade are considered to be below grade level if they read below a **1000 Lexile Score** on the SRI - Scholastic Reading Inventory, a reading assessment developed by the Scholastic Company. This test is administered at Hunt and Edmunds Middle Schools and at BHS in the fall and spring in order to assess student reading progress. The following chart describes a typical progression of reading levels and scores.

BHS offers a continuum of reading classes to advance student reading skills. In addition to SRI scores, other information such as scores from the English Language Proficiency (ACCESS/WIDA) test for English Language Learners, SBAC Smarter Balance scores and middle/high school teacher recommendations are used to identify additional reading instruction needs and appropriate class placement. **Students achieving lower than 1000 lexile score will be placed in reading classes.**

| Reading Levels | Reading Scores |
|----------------|----------------|
| Foundational   | 100-450        |
| Basic          | 450-850        |
| Intermediate   | 850-1000       |
| Grade Level    | 1000-1200      |
| College/Career | 1050-1385      |

The following six classes will be assigned through Instructional Services and the English Learners Departments instead of or in addition to English classes:

- 529081 Basic Reading 1**
- 52154 EL Reading 1**
- 52174 EL System 44**
- 52162 EL Reading 2**
- 529082 Basic Reading 2**
- 52166 EL Reading 3**
- 529083 Basic Reading 3**

**52102 Literacy Lab 9****1.0 Credit****Grade 9**

This class is assigned in addition to Humanities English 9 and provides opportunities for students to deepen literacy skills and increase basic competencies in reading, writing, speaking and listening using high-interest and engaging readings. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, and in life outside of school. This class will support 9<sup>th</sup> grade Humanities reading and writing assignments.

Prerequisite: Placement determined by SRI/SBAC and/or 8<sup>th</sup> grade teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52106 Literacy Lab 10****1.0 Credit****Grade 10**

This class is assigned in addition to English 10 to focus on continued acquisition of reading and writing skills using high-interest and engaging readings. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, and in life outside of school. This class will support 10<sup>th</sup> grade English reading and writing assignments.

Prerequisite: SRI scores and/or recommendation of 9<sup>th</sup> grade Humanities teachers. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52110 Literacy Lab 11****1.0 Credit****Grade 11**

This class is assigned in addition to English 11 and focuses on the continued acquisition of reading and writing skills using high-interest and engaging readings. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. Emphasis will be placed on instruction and practice to help students achieve and maintain the skills necessary to function in school, and in life outside of school. This class will support 11<sup>th</sup> grade English reading and writing assignments.

Prerequisite: SRI scores and/or recommendation of 10<sup>th</sup> grade English teacher. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**English Classes – Grade 9****52103 English 9: Humanities****1.0 Credit****Grade 9****52103 English 9: Honors Humanities (Earned)**

The ninth grade English program focuses on the **search for self** and the question “**Who Am I?**” This course will examine various genres of literature and will focus on responding to literature in creative and analytical writings. Students will strive to make personal connections to the issues and characters in the literature they study. 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. **Students have the option to earn Honors credit in this class** by demonstrating learning of core concepts, skills, and knowledge on identified assignments and assessments throughout the school year at an honors level; the earned Honors designation will be awarded at the end of year. Students may be assigned to additional reading and English classes in order to support students being able to read and write at grade level. **This class will be co-assigned and team-taught with Humanities Civics and World Societies.** *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

**Grade 10**

The tenth grade English program explores **relationships of individuals in society** including universal issues and ideas, decision-making, and responsibility through the question **What Is My Code?** Students will explore and develop a personal understanding of these themes through the study and analysis of short stories, novels, plays, poetry, and non-fiction texts.

**52107 English 10: Literature, Writing, Speech****1.0 Credit****Grade 10**

This course supports continued acquisition of reading and writing skills in preparation for college and careers. 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 *To Kill a Mockingbird*, *A Separate Peace*, *A Lesson before Dying*, and *A Farewell to Mazanar*. *Prerequisite:* Successful completion of English 9 and recommendation of 9<sup>th</sup> grade English teacher. This class will be co-assigned with a 10<sup>th</sup> grade World & U.S. History Teacher. *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

**52109 English 10 Honors: Genre****1.0 Credit****Grade 10**

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:* Earned honors in English 9: Honors Humanities. This class will be co-assigned with a 10<sup>th</sup> grade World & U.S. History Teacher. *Primary Graduate Expectations:* Effective Communication; Civic Engagement & Cross-Cultural Understanding.

## Grades 11-12

The BHS English Program offers students the opportunity to develop and demonstrate proficiency-based skills in listening, speaking, reading, writing, interpreting literature, and information processing. We recognize that students invest more in achieving these skills when they choose topics and classes that are personally meaningful. We have designed **an elective program for juniors and seniors** that reflects a wide range of opportunities for students and teachers alike. **Not all electives will be offered next year. Student sign-ups in February will help to identify which courses will be available in 2018-19.**

- Next year's juniors and seniors will choose a total of **4 semester-long courses** (2 each year) to fulfill English graduation requirements. With the exception of AP Language and Literature, which is a year-long elective for seniors, a student will take two semester-long classes per academic year.
- We offer courses with **challenging texts and writing assignments** that give students opportunities to read both traditional as well as more contemporary or alternative texts. Response to these works will include **instruction in writing as well as presentation skills** so that students can integrate knowledge and skills from other classes and interests. We intend that this elective program will interest and inspire our students to develop and renew a life-long involvement with reading and writing.

### **52120 Composition**

**0.5 Credit**

**Grades 11-12**

This course will provide students with numerous opportunities to improve and expand their writing skills. 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 prewriting, drafting, revising, 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. As a group, students become members of a writing community where they openly share and discuss ideas, thoughts, and works. The main focus of this class is writing, but we will also be addressing standards and benchmarks of reading and writing, with an emphasis on writing clear, concise papers that reflect the proper use of the conventions of English. *Primary Graduate Expectations:* Effective Communication; Personal Development.

### **52140 American Cultures 1 (English) + 52340 (Social Studies) – Semester 1**

**0.5/0.5 Credit**

**Grades 11-12**

### **52141 American Cultures 2 (English) + 52341 (Social Studies) – Semester 2**

**0.5/0.5 Credit**

This humanities course ties together American Literature, Art, Philosophy and History in a seminar-style class. The **course is divided into two semesters; students may take one semester or both. It will meet one block every day and earn both English credit and elective credit in History.** Each semester is dedicated to two themes. First semester will explore the themes of *Beliefs in America* and *Fears in America*. Second semester will explore the themes of *Civil War to Civil Rights* and *Is the American Dream Tarnished?* The theme for each quarter focuses on specific topics, but incorporates the historical context with literary historical development and conventions. While there will be class-wide readings and assignments, each student will choose a topic of study, and develop it into a student-conducted seminar. Texts under study will include but not be limited to such fiction as *Huckleberry Finn*, *Raisin in the Sun*, *Fahrenheit 451*, *Children's Hour*, *The Crucible*, *Scarlet Letter*, *The Great Gatsby*, *The Catcher in the Rye*, as well as assorted *nonfiction essays and speeches including writings by* Frederick Douglas, W.E.B. Dubois, Malcolm X, Cesar Chavez, Dee Brown, Helen Hunt Jackson, Elizabeth Cady Stanton and Betty Friedan. *Primary Graduate Expectations:* Effective Communication, Cross-Cultural Understanding and Civic Engagement.

### **52133 American Literature: The Early Years**

**0.5 Credit**

**Grades 11-12**

This course is an exploration of early American literature from the colonial era through the 19th century. Students will understand how the challenges and opportunities that faced this nation during its early years are reflected in the stories that come from this time period. Students learn to respond to language and literature with increasing skill and to develop further their ability to write in various forms. Students will explore the influence of early 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 by authors that may include Mark Twain, Nathaniel Hawthorne, Henry David Thoreau, Walt Whitman, and others. *Primary Graduate Expectations:* Effective Communication; Personal Development.

### **52132 AP Literature and Language**

**1.0 Credit**

**Grade 12**

*Seniors Only:* 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*, *Slaughterhouse Five*, *Crime and Punishment*, *Portrait of the Artist as a Young Man*, *One Flew Over the Cuckoo's Nest*, *Life of Pi*, *Things Falls Apart*, *The Stranger*, *Waiting for Godot*, *To The Lighthouse*, *Siddhartha* and *The Invisible Man*. 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. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Personal Development; Effective Communication.

**52142 East meets West: Literature and Eastern Philosophy** **0.5 Credit** **Grades 11-12**  
We will read and experience the ways that being mindful helps us to be creative. Mindfulness is a way to become more aware of who we are and what is going on around us. In this class, we will read classic texts, like the Tao de Ching, to understand one of the sources of mindfulness. We will read novels that feature characters who are mindful and notice what effect it has on their lives. We will read to understand the ways that we can use mindfulness in our own lives to become more creative and achieve our life goals. Students will learn mindfulness techniques; write about them in journals; and complete research about artists, scientists, politicians and others who use a mindful approach in their work. We will have daily mindfulness practices in addition to learning a variety of writing styles (the process of becoming mindful; the effects of mindfulness) to help us explore and understand the connection between mindfulness and a creative life. *Primary Graduate Expectations:* Creativity & Curiosity; Personal Development.

**52124 Broader World of Ideas I (First Semester)** **0.5 Credit** **Grade 12**  
**52125 Broader World of Ideas II (Second Semester)** **0.5 Credit**  
*Broader World of Ideas* is a semester-long course that examines various media from paintings to novels, from music to movies. Students will actively engage with a vast spectrum of communications. They will also explore how we communicate with ourselves, (e.g., journals, free-writes). They will encounter a variety of printed media, including but not limited to books, plays, magazines, etc.; and electronic media, such as television, film, radio, and the Internet. Typically, they will read/view at least one Shakespeare play a semester, including but not limited to *Othello* and *King Lear* or renditions of the two. 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 lifelong 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.* *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving.

**52122 Cinema Studies** **0.5 Credit** **Grades 11-12**  
We will learn how to watch movies and understand why some movies are better than others. What makes a great movie? Cinema Studies gives us some of the tools to help watch a film and see more than what might be obvious. We'll learn about the ways that directors decide on the camera work, set and costume design, and editing to create either a masterpiece or a flop. We will watch a variety of films. We will watch movies by directors like Alfred Hitchcock and Wes Anderson to see how movies have influenced one another over time. We will also watch movies by directors like Spike Lee or Sophia Coppola to think about the impact movies have on our society. We will read movie reviews and use a college level textbook to research and present understanding of the elements of movies. We will learn how to write movie reviews, using writing strategies like compare and contrast essays. As a final project, each person will choose one film to study independently and complete an analysis of the movie's techniques and values. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52126 20th Century American Literature (1900-Present)** **0.5 Credit** **Grade 11-12**  
Contemporary Literature is a semester long course. Students explore modern ideas through the reading of contemporary texts: poetry, short story, novel, biography, and film. Students will focus on critical thinking, close reading, and creativity. Students will connect the form and function of the text. Students will gain a deeper understanding of the human condition in the modern era. As the class unfolds, students will drive the lines of inquiry and personalize forms of assessment. Students will keep a journal, share their writing and thinking, formally present their understanding, and design and teach a lesson. Units of study may include: the dystopian novel, memoirs of war, post-apocalyptic literature, and postmodern storytelling techniques. One unit offer students a choice of texts. Core texts may include but are not limited to *The Road*, *Memento*, and *Flight*. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity; Critical Thinking & Problem Solving.

**52123 Creative Writing Seminar** **0.5 Credit** **Grades 11-12**  
How do we effectively craft and tell stories? This semester long course is aimed at developing creative writing skills through composition, critique, and revision in an intensive workshop format. Students will explore writing as a process while also sharpening the ability 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. Students will post and publish work online and in print to reach a wide variety of audiences. *Primary Graduate Expectations:* Effective Communication, Curiosity & Creativity.

**52145 Culture of Place** **0.5 Credit** **Grades 11-12**  
This semester course is an exploration of what it means to live well in place. It combines the fields of anthropology, sociology, social geography, and English. Through readings, films, and discussion, we will study topics as diverse as nature writing, government food policies, and urban design in an effort to unpack what it means to have a "sense of place." We will look toward both the natural and constructed landscape to see the role it plays in determining how we live and how we can use it to live "better." Some of the questions we will attempt to answer are: What is place? How does place determine how we live? What does it mean to live well in place? How can we live sustainably in place? Students must come with an open mind and a willingness to talk about their opinions of the topics we study. The directions this course takes are only limited by the imaginations and creativity of the students. *Required course* for seniors interested in the new Concentration in Place-Based Sustainability Studies (page 11). *Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement; Effective Communication.



**52144 Harlem Renaissance****0.5 Credit****Grades 11-12**

This course will explore the literature, visual art, and music of the Harlem Renaissance as an important artistic and socio-cultural moment in American history. This course will focus on literary texts, music, and the visual arts within the contexts of history, sociology, politics, and autobiography. Through our studies, we will explore the genesis and meaning of this exciting period, attempting to come to a deeper understanding of the movement and why the legacies of the Harlem Renaissance continue to influence American literature and culture today. We will respond to the works we study with academic essays and creative projects. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity; Cross-Cultural Understanding & Civic Engagement.

**52147 Hip Hop and Social Justice****0.5 Credit****Grades 11-12**

Hip-Hop and Social Justice is a class that celebrates hip-hop as great art and checks out how hip-hop, like other great art forms, uses art as a way to respond to society's greatest conflicts. We will study hip-hop culture from NYC in the 1970s to its evolution into a global force in the modern world, looking at some of the amazing poets, filmmakers, and visual artists that use hip-hop/rap to express themselves. More broadly, we will look at hip-hop through the lens of social justice and honor hip hop's unique ability to respond to society's greatest conflicts, such as racism and economic inequality. We will also look at how artists from other genres have used art to address social conflict. To broaden our thinking, we will read Toni Morrison's novel *The Bluest Eye*, assorted non-fiction, and listen to and think about TONS of great hip-hop, from the old (*The Sugar Hill Gang*) to the new (Kendrick Lamar). Students will participate in in-depth discussions, write original raps and poems, and write an analytical essay. Due to the explicit nature of some of our content, taking this course requires permission from a parent or guardian. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement; Effective Communication.

**52139 Introduction to African American Literature****0.5 Credit****Grades 11-12**

What are some of the ways in which African American writers use narrative to address, present, or question some common themes and topics? This introductory course provides a survey of African American literature beginning in the 1700's and ending in current times. Students will explore some of the common themes addressed in African American literature. Students will read and engage with poetry, short stories, essays, and novels written by African American writers as they look for how these texts relate, converse, revise, or depend upon each other. The class will be mainly focused on reading, discussing, and responding to poems and essays. As a result of class discussions, students will then select novels to read and study in reading groups or independently with guidance from the teacher. Students will read essays, poems, and novels written by writers such as Toni Morrison, James Baldwin, and Langston Hughes and then create responses to these texts through writing journals, essays, and creative projects. This is a rigorous course that assesses students' ability to proficiently read and analyze complex texts. Students will engage with African American literature as they improve their critical thinking, reading and writing skills. Prerequisite: Successful completion of 10th grade English. *Primary Graduate Expectations:* Personal Development, Cross-Cultural Understanding and Civic Engagement.

**52625 Journalism: BHS Register 1****1.0 Credit****Grades 10-12**

BHS Register is a course designed to support the production of the BHS News Magazine, *The Register*. Students in the BHS Register course will produce *The Register* using both print and digital platforms. Students will learn to: write, research, and edit news stories in both traditional print and through emerging digital platforms, including digital storytelling and social media. Cross-listed with Business. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52626 Journalism: BHS Register 2****1.0 Credit****Grades 11-12****52627 Journalism: BHS Register 3**

BHS Register is a course designed to support the production of the BHS News Magazine, *The Register*. Students in this course will produce *The Register* using both print and digital platforms. Students will learn to: write, research, and edit news stories in both traditional print and through emerging digital platforms, including digital storytelling and social media. Students will also take leadership positions as editors and mentors for the Register I students. Students enrolled in this course will learn the various components necessary to running a business. *Only Journalism 2 counts for English credit; other credits are elective.* Cross-listed with Business. Prerequisite: Successful completion of BHS Register 1. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52129 Reading and Writing Poetry****0.5 Credit****Grades 11-12**

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 and cultures throughout the ages. Students will study poetic language, symbolism and themes, as well as voice, style and purpose. Students will engage in reading, reciting and analyzing poetry, as well as creating their own original, poetic works, which will be first edited by a conference partner and then shared with the class upon completion. Proficiency in these areas will be assessed throughout the course. *Primary Graduate Expectations:* Effective Communication; Curiosity and Creativity; Civic Engagement & Cross-Cultural Understanding.

**52137 Semantics: Writing with Power****0.5 credit****Grades 11-12**

Semantics explores reasons communicating with each other can be so challenging and how we can make it easier. Semantics is the study of meaning as it is represented through language. It particularly deals with how we know what we know, and how we frequently misunderstand or miscommunicate because of limitations of language. In this class, we will look at how language is used in literature, music and film, politics, and in our own lives and relationships. This course will help students understand that there can be a difference

between what we say and what we mean, and what others say and what we hear. Students will express themselves with skill and diplomacy through projects, discussions, and writing activities and will have a lot of fun along the way! *Primary Graduate Expectations:* Personal Development; Effective Communication; Critical Thinking & Problem Solving.

**52121 Shakespeare: Alive and Well on Page, Stage, and Screen 0.5 Credit Grades 11-12**

Shakespeare meant his plays to be watched, not read, but we now have the luxury to do both, and both we shall do. In class, we will read and view movie adaptations of these dramas, works that remain as alive and meaningful today as they were over 400 years ago. The we will take to the “stage” to act out scenes from Shakespeare’s greatest plays, his funniest and most profound. Heck, we could even make a movie, so bring your Chromebook! We’ll check out how Othello comes to life through a private school basketball team; we’ll watch action movie hero Mel Gibson become Hamlet. Even The Simpsons take on Shakespeare. Star Trek? Where would Gene Roddenberry be without the Bard? The Lion King? Shakespeare. Deliver Us from Eva, with LL Cool J? Shakespeare. Strange Brew? Shakespeare. He has his hand in almost everything. Pull up a seat, grab some popcorn, and enjoy the show. We will have popcorn if the time is right. First and foremost, so I placed it last - these texts are awesome, so deal with it. You will gain so much for so little effort. You had better allow your mind to blown. *Primary Graduate Expectations:* Effective Communication; Curiosity and Creativity.

**52130 Speech/Communication: Theory and Practice 0.5 credit Grades 11-12**

Speech class will help students to become better, more effective, and more confident public speakers. This class offers students the opportunity to learn the fundamentals of formal speech and to study the basics of communication theory. The ability to communicate effectively is essential in a society where the exchange of information plays an increasing role in both academics and the workplace. Students will study and practice the intricacies of effective speech. We will study “great” speeches from history and literature, and we will watch movies and videos that give examples of excellent and not so excellent public speaking skills as an integral part of this course. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**52143 Spotlighting Justice 0.5 Credit Grades 11-12**

Students will engage in dialogue about topics of race & ethnicity, gender & sexuality, socioeconomic class, stereotypes, and social constructs and apply these discussions to the many social issues that surround them today. The course content will lay the foundation for a student directed, developed, and executed research project looking at a key injustice within our local community and creating an action plan. Students will explore a variety of texts and media examples that highlight these issues from a historical and current events perspective. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement; Critical Thinking and Problem Solving.

**52131 World Literature 0.5 Credit Grades 11-12**

World Literature will give you a chance to find out how people from all over the world think about ideas like forgiveness, family, truth and other philosophical ideas. We will read books by authors from around the world, such as Chimamanda Ngozi Adiche. We will watch films by international filmmakers like Yasujiro Ozu and Sally Potter and notice the ways that movies can help us understand different cultures. We will learn presentation techniques; participate in guided discussions; and write journals, formal essays (definition, personal narrative and persuasive essays) and some creative writing (short stories or poems). A final project will allow you to create a presentation and display of the ways you impact the world and the way the world impacts you. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement; Effective Communication.

## ENGLISH LEARNING (EL)

English Learners (EL) classes are offered to students with a home language other than English who need instruction in the English language. The goals of this program are to help students become proficient in English in order to achieve academically and reach BHS Graduation Expectations.

**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 EL classes. Students may be required to take more than one English class, including another EL or mainstream English class.

**EL Prerequisites:** English Language Proficiency Levels (ELP) are scored from 1.0 – 6.0, based on the ACCESS for ELs®, annual assessment completed in January/February of each year, and EL teacher recommendation.

**EL Exit Requirements:** Students exit EL instruction and services when they score an overall composite **proficiency level of 5.0 or higher** on the ACCESS, plus a minimum proficiency level of 4.0 or higher on both the reading and writing domains.

**Graduate Expectations:** While EL classes address all of the Graduate Expectations, the *Primary Graduate Expectations* addressed in all EL classes are: **Effective Communication and Cross-Cultural Understanding & Civic Engagement.**

### **INTENSIVE ENGLISH: Levels 1-2**

The Intensive English program is designed to provide EL students with the English language skills that they need to gain entrance to and succeed in high school classes. Intensive English 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.

- Students remain in the **Intensive English Program until they reach a 3.0 composite ELP level** or the equivalent and demonstrate essential speaking, reading, writing, listening, and comprehension skills. They then enter the 9-12<sup>th</sup> grade instructional program and work towards graduation standards.
- Intensive English Level 1-2 classes generally count as elective credit; students typically begin gaining credits in core subjects starting at ELP Level 3.

### Intensive English: Level 1

#### **52177 ExcEL**

**0.5-1.0 Credits**

**Grades 9-12**

This initial course provides a basic introduction to students new to learning English. After demonstrating proficiency of basic concepts and skills, students will then be placed into the appropriate level of EL classes. Prerequisite: ELP Level 1 and speaking below ELP level 2.

#### **52150 EL English 1**

**1.0 Credit**

**Grades 9-12**

This course provides basic language instruction to new English language speakers in all four domains. This class is designed for EL students who have very limited English proficiency. Prerequisite: ELP Levels 1-2.

#### **52151 EL Science 1**

**1.0 Credit**

**Grades 9-12**

This course develops background knowledge of natural processes and basic scientific concepts, principles, theory, methods, and essential vocabulary. A hands-on approach will be used to establish comprehension. Prerequisite: ELP Levels 1-2.

#### **52152 EL Mathematics**

**1.0 Credit**

**Grades 9-12**

The goal of this class is to provide students with the foundational language and math skills necessary for students to be successful in mainstream math courses. Students will 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, the four basic operations, and introduction to pre-algebra concepts. This double-block class includes additional time to advance math skill development. Prerequisite: ELP Levels 1-2.

#### **52153 EL Social Studies**

**1.0 Credit**

**Grades 9-12**

The goal of this course is to develop background knowledge of world geography, world religions, and American civics. 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 social studies. Social studies concepts will be introduced such as concepts of historical past, timelines 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 mirrors the ninth grade social studies courses to facilitate students moving into the mainstream after achieving a foundation of English language and social studies skills. Prerequisite: ELP Levels 1-2.

#### **52154 EL Reading 1**

**1.0 Credit**

**Grades 9-12**

The goal of this course is to provide basic direct reading instruction to beginning English language learners. This course is designed to assist students in developing English language reading skills. Upon successful completion of EL Reading 1, and depending on English and language skill proficiency, students will take Supplemental Reading, EL System 44, or ELL Reading 2 classes. Prerequisite: ELP Levels 1-2 and/or Lexile level BR0-L100.

#### **52155 Essential Reading 1**

This initial reading course provide newcomers students instruction in the foundations of literacy in English. Students will learn the English phonetic systems, early literacy skills, and language needed to continue reading courses at Burlington High School. After demonstrating proficiency in basic reading and comprehension skills, students will be placed in EL Reading 1.

#### **529081 Basic Reading 1**

**1.0 Credit**

**Grades 9-12**

EL and other students, selected by referral to instructor, will learn and practice strategies for learning to read and reading improvement. Emphasis will be on learning and improving decoding skills, sight vocabulary, and reading comprehension. Prerequisite: ELP Levels 1-2 and/or Lexile level BR0-L100.

#### **52174 EL System 44**

**1.0 Credit**

**Grades 9-12**

This is a supplemental reading class is for students who may not be literate in their native language and/or who need to develop phonetic awareness in English. The goal of this reading program is to provide foundational phonics instruction to help English language learners master the sounds and spelling patterns of the English Language. Students enrolled in System 44 are also enrolled in an additional reading class. Prerequisite: ELP Level 1-2 and/or Lexile level BR0-L200.

### Intensive English: Level 2

#### **52156 EL English 2**

**1.0 Credit**

**Grades 9-12**

The goal of this course is to provide language instruction to English language learners in order to continue to develop students' English language proficiency in all four language domains of reading, writing, speaking and listening in English. This course will build upon

those skills learned in EL English 1. Prerequisite: ELP Level 2.

**52164 EL American Studies**

**1.0 Credit**

**Grades 9-12**

Students in this course develop background knowledge of U.S. History. 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 courses. Students will learn terms related to historical past, timelines and chronology, geography, map usage, economy, government, culture, and concepts of tradition, heritage, history, immigration and migration, freedom, and slavery. This course is designed to meet American History standards for those students in grades 10-12 who enter BHS having not had an American History class. Prerequisite: ELP Level 2.

**52162 EL Reading 2**

**1.0 Credit**

**Grades 9-12**

This course provides reading instruction to English language learners to further develop their English language reading skills. Students will develop vocabulary and writing skills while reading increasingly complex texts. Prerequisite: ELP Level 2 and/or Lexile level BR0-L50-300.

**52157 EL Science 2**

**1.0 Credit**

**Grades 9-12**

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 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. Prerequisite: Completion EL Science 1 and ELP Level 2.

**INTERMEDIATE ENGLISH: Levels 3-5**

**52161 EL English 3**

**1.0 Credit**

**Grades 9-12**

This course provides language instruction to English learners at a ELP proficiency level 3, in order to advance their development of English in all four language domains and to help students prepare for mainstream English classes. This course will build upon those skills learned in EL English 2. Prerequisite: ELP Writing Level 3.

**52166 EL Reading 3**

**1.0 Credit**

**Grades 9-12**

This course provides reading instruction to English language learners to further develop their English language reading skills. Students will develop vocabulary and writing skills while reading increasing complex texts. Prerequisite: ELP Level 3 and/or Lexile level 200-500.

**52163 EL English 4/Transitional English**

**1.0 Credit**

**Grades 9-12**

The goal of this course is to provide language instruction to English language learners at a Proficiency Level 3.5 to 4, further advance ELs academic English skills in all four language domains, and help students transition to mainstream English classes. This course will build upon those skills learned in English Language 3. Prerequisite: ELP Writing Level 4.

**52170 English Progress Class (EPC) 9**

**1.0 Credit**

**Grade 9**

This class is a support class for ninth grade English language learners at English Proficiency Level 3 or 4 who are currently enrolled in mainstream English classes. It will provide students with additional language instruction necessary to succeed in mainstream classes. Placement will be based on reading assessments and ELL ACCESS scores. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. The class supports 9<sup>th</sup> grade Humanities classes. Prerequisite: ELP Level 3-5; SRI Level below 750.

**52175 English Progress Class (EPC) 10-12**

**1.0 Credit**

**Grades 10-12**

This course provides direct language support instruction to English language learners in their mainstream English classes. Placement will be based on reading assessments, EL ACCESS scores and annual language assessments. 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 skills. Students will learn how to read more skillfully, analyze what they read, and summarize and synthesize key ideas and themes in writing. The class supports 10-11<sup>th</sup> grade English literature classes. Prerequisite: ELP Level 3-5; SRI Level below 750.

**52173 World/U.S. History Support Class**

**1.0 Credit**

**Grades 10-12**

This class supports students also enrolled in World/U.S. History in order to provide additional instruction, vocabulary and language development, and research assistance to ensure student academic success in mainstream social studies class. Prerequisite: Enrollment in World/U.S. History, ELP Level 3.5-5.

**52548 Introduction to Chemistry**

**0.5-1.0 Credit**

**Grades 9-12**

These introductory science course support EL students learning science and prepare for mainstream science classes. Background laboratory skills and safety, basics concepts, and reading about science are included. EL teachers teach with and/or consult with science teachers in providing instruction. See *individual course descriptions in the Science Section*. Prerequisite: ELP Levels 3-4.

## OTHER LEARNING OPPORTUNITIES

### 52025 Introduction to Health

0.5 Credit

Grades 9-12

This course develops background knowledge on the five unites in Health Education: Mental Health, Nutrition, Substance Abuse, Relationships and Sexuality. There is a specific focus on concepts, principles, and essential vocabulary. This class is designed for EL students who have limited English proficiency.

### 52165 Guided Academic EL Supported Study

0.5-1.0 Credit

Grades 9-12

This guided academic study is designed to meet the needs of the newest ELLs to BHS. Student enrolled in this study will receive continued English support for their classes. Prerequisite: ELP Levels 1-3.

### 52601 Introduction to Computing

0.5 Credit

Grades 9-10

Designed for the student new to computers, *Introduction to Computing* provides the foundation for effective and efficient use of personal digital technology. Topics will focus on general hardware/software usage and terminology; file management; basics of using word processing, presentation software, and spreadsheets (Microsoft Office and Google Apps); safe/effective use of the Internet; writing professional emails and letters. Good verbal and digital communication will be promoted throughout this class. The content of this class will also be informed by assignments in other classes where students are using technology to complete work. The goal of this course is for students to gain many of the computer-based skills needed to succeed during their high school career and beyond. *Primary Graduate Expectations:* Effective Communication; Curiosity & Creativity.

### 52639 Introduction to Business

0.5 Credit

Grades 10-11

This course is designed for students with developing English language skills. Students will learn about their own abilities, skills, and interests as they relate to possible future careers and/or further education. Jobs or careers that fit certain profiles and job-specific criteria (growth, salary, benefits, tasks, requirements, etc.) will be researched. Students will prepare a resume, cover letter and list of references; they will fill out job applications and practice interviewing skills. Students will learn that there are people and resources available to help them find jobs, and that there are particular practices in the U.S. that one uses to get and keep a job. Students will also learn about the US College system, typical requirements, and cost of attendance, as well as alternative post-secondary training opportunities. If time allows, basic personal financial literacy topics will be addressed. Prerequisite: ELP Level 2. *Primary Graduate Expectations:* Personal Development; Effective communication.

**Other Classes** - To support the transition of EL students into mainstream classes, students may be placed in other BHS courses including Reading and Writing Workshop 9-11 classes for credit.

## TYPICAL PROGRESSION OF EL COURSES

| ELP LEVEL   | English Language                            | Reading   | Mathematics            | Social Studies                       | Science            |
|-------------|---|---|------------------------|--------------------------------------|--------------------|
| ELP Level 1 | EL English 1                                | EL Reading 1/<br>Essential Literacy<br>System 44      | EL Math                | EL Social<br>Studies                 | EL Science 1       |
| ELP Level 2 | EL English 2                                | Basic Reading<br>EL Reading 2                         | Elements               | American<br>Studies                  | EL Science 2       |
| ELP Level 3 | EL English 3                                | EL Reading 3<br>Basic Reading                         | Pre-Algebra<br>Algebra | World/US<br>History Support<br>Class | Intro to Chemistry |
| ELP Level 4 | EL English 4<br>English Progress<br>Classes | Strategic Reading                                     | Algebra<br>Geometry    | 20 <sup>th</sup> Century             | Intro to Physics   |
| ELP Level 5 | English Progress<br>Classes                 | Strategic Reading<br>Reading/Writing<br>Workshop 9-11 | Geometry<br>Algebra 2  | *                                    |                    |

\* Other classes to be determined by math and language assessments.

## ELL English Class Placement Guide

| Class        | ACCESS | ACCESS W | Also enrolled in ... | For students who are ... |
|--------------|--------|----------|----------------------|--------------------------|
| EL English 1 | 1.0    | 1.0-1.9  | EL Reading           | Newly arrived            |
| EL English 2 | 2.0    | 2.0-2.9  | EL Reading           | Newer arrived            |
| EL English 3 | 3.0    | 3.0      | EL Reading           | Intermediate students    |

|                               |         |         |  |  |
|-------------------------------|---------|---------|--|--|
| EL English 4/<br>Transitional | 3.5-4.0 | 3.0-3.5 | EL Reading   | Advanced intermediate students                             |
| EPC 9                         | 4.0-4.9 | 3.5+    | English 9 and other mainstream classes             | Intermediate or advanced students                          |
| EPC 10-12                     | 4.0-4.9 | 3.5+    | English 10, 11, or 12 and other mainstream classes | Students who completed EPC 9 or EL English 4/ Transitional |

### ELL Reading Class Placement Guide

| Class                         | SRI / Lexile | F&P Level    | ACCESS S | ACCESS R |
|-------------------------------|--------------|--------------|----------|----------|
| Basic Reading 1               | BR0-L100     | A-E          | 1.0+     | 1.0-2.0  |
| Basic Reading 2               | L100-L299    | E-I          | 2.0+     | 1.0-2.0  |
| EL System 44                  | BR0-L200     | A-M          | 1.0-3.5  | 1.0-3.0  |
| EL Reading 1                  | BR0-L300     | E-L          | 1.0-3.5  | 1.0-2.0  |
| EL Reading 2                  | L50-L300     | J-O (Gr 2-3) | 2.0-4.0  | 2.0-3.0  |
| EL Reading 3                  | L200-L500    | N-T (Gr 3-5) | 3.0+     | 3.5+     |
| Read 180-1                    | L300+        | J+ (Gr 4)    | 3.5+     | 3.0+     |
| Read 180-2                    | L400+        | J+ (Gr 4)    | 3.5+     | 3.0+     |
| Reading Writing Workshop 9-11 | L750+        | T+ (Gr 7+)   | 4.5+     | 4.0+     |

## FINE ARTS: VISUAL ARTS AND MUSIC

| GRADE          | COURSES (1.0 Credit Required)  |
|----------------|--|
| 9-12 Electives | Art 1, II, III      Graphic Arts<br>Metals in Art      Digital Photo<br>Clay<br>Concert Band      Concert Chorus<br>Symphonic Winds      Senior Chorus<br>String Orchestra      Vermont Voices<br>Jazz Ensemble      Music Theory<br>Women's Choir      American Music<br>Guitar 1 & 2      Freshmen Band<br>Symphonic Strings      Musical Theater<br>AP Elem Harmony      Men's Choir<br>Advanced Harmony<br>Piano Class I & 2 |

It is the mission of the Fine Arts Department to promote an atmosphere of open mindedness and seeks to develop a wide range of content knowledge and course specific skill sets. The overarching goal is to encourage students to become life-long appreciators and or participants in a range of human artistic expression.

### Primary Graduation Expectations: Creativity & Curiosity and Critical Thinking & Problem Solving

#### To achieve the graduation expectations, a student must:

- *perform or create with expression and accuracy within an artistic discipline*
- *investigate the creative possibilities inherent in composing, arranging and improvising with insight, reason, technical proficiency*
- *demonstrate some understanding of historical and cultural aspects of the creative process and its relationship to other disciplines*
- *develop an informed personal aesthetic*
- *improve upon product and performance through self-reflection and group critique*

### COURSE OFFERINGS IN VISUAL ARTS

#### 52740 Art I - Basic Studio Survey

1.0 Credit

Grades 9-12

This year-long studio course is designed to introduce students to a variety of traditional mediums, techniques and design concepts. The course begins with extensive drawing exercises during the first semester which explore both observational and non objective drawing. Basic color theory, painting, two-dimensional and three-dimensional design work are the focus of the second semester.

Projects include basic drawing studies and still life, figure and portrait work, landscape and abstract painting, as well as mask-making that reference a variety of world cultures. Throughout the year students will also be introduced to a vocabulary pertaining to visual arts. This vocabulary is used during class discussions and critiques. Students will be expected to be open-minded and willing to think both analytically and creatively. The overarching structure of this course employs a Backward Design concept where students are shown their destination at the beginning of each unit and then given a variety of steps to reach that destination. Differentiated pace and skill development is assessed on a constant feedback loop between the teacher and student. Students are asked to use the Art Department rubric for self-evaluation several times throughout the year. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52741 Art II – Advanced Studio**

**1.0 Credit**

**Grades 10-12**

This year long course is designed to advance student's drawing, painting, sculpting and critical thinking skills. Open-ended assignments promote diversity through personal interpretation and expression. Both semesters include realistic and non-objective exploration in drawing, painting, collage and sculpture. Art history weaves in and out of each project over the course of the year. Other media include printmaking and book arts. Sketchbooks are provided and primarily utilized for homework and visual documentation of artistic concepts. At the end of the year, students will have the opportunity to plan and execute an independent project of their choice-using a medium/media that they are especially fond of. *Prerequisite:* Art I. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52742 Art III - Master Class**

**1.0 Credit**

**Grades 11-12**

This year long course is designed to focus Art III students' on the primary experience of their own art-making activities. Students must bring creative forces and imagination to their own education and development. These qualities are encouraged and stimulated through open ended assignments and refined through class interaction and critique. Students should be prepared to make and talk about art both on a philosophical, and conceptual level. The course will involve drawing, painting, and sculpting. Students will be responsible to provide some of the materials used. *Prerequisite:* Art I and Art II, or permission of the Instructor. *Prerequisite:* Art I. *Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52743 Metals in Art**

**1.0 Credit**

**Grades 10-12**

This year long course will acquaint students with different approaches and techniques for working with fine metals. The curriculum for the first half of the year is designed around jewelry making. In the second semester students are expected to expand upon these basic assignments and create sculptural work of their own design. Students will learn to bend, pound, file, polish, cut, solder, and set stones. The department will furnish tools and materials for assigned projects. Safety is of primary concern for the development of a healthy and productive learning environment. Students will be taught proper safety practices for the metals studio. Students who put their safety or the safety of others in jeopardy will be asked to leave the class. Students keep all projects they create. *Prerequisite:* Junior/Senior standing or Art I. *Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52744 Clay as an Art Form (Hand Building)**

**1.0 Credit**

**Grades 11-12**

This is a year long course designed to introduce students to hand building techniques. It's primary focus is to acquaint students with the uses of clay as an artistic medium, teach basic forming methods along with a variety of finishing techniques. The course entails correct clay preparation, project fabrication, decorative enhancement of the clay surface as well as glazed and non glazed finishes. Students are also given an 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 forming utilitarian pieces, such as bowls, mugs and vases. The second is the exploration of sculptural work such as shoes, lizards, fish and figures. The overarching structure of the class uses a Backward Design concept, where students are first shown what finished projects look like and then given a variety of techniques to complete the assignment. Student / teacher feedback happens on a daily basis and students are asked to use an Art Department rubric for self assessment several times throughout the year. *Prerequisite:* Junior or Senior standing or Art I. *Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52542 Fundamentals of Graphic Design**

**0.5 Credit**

**Grades 10-12**

During this fast-paced semester 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. This course is co-listed with Design Technology Education. *Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52546 Digital Photography/Imaging**

**0.5 Credit**

**Grades 10-12**

During this fast-paced semester 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. This course is co-listed with Design Technology Education. *Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**COURSE OFFERINGS IN MUSIC**

**Students must be enrolled in band, chorus, or orchestra in order to audition for and/or participate in the District, All-State and New England Music Festivals.**

**52703 String Orchestra**

**1.0 Credit**

**Grades 9-12**

The String Orchestra presents and encourages music performance at Burlington High School. The String Orchestra is open to all qualified students in grades 9-12 who play violin, viola, cello, or string bass. 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 string family including violin, viola, cello, and bass. Students are eligible to represent Burlington High School through music festivals at the state and regional levels. *Prerequisite:* All students are welcome. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52708 Symphonic Strings**

**1.0 Credit**

**Grades 10-12**

The Symphonic Orchestra presents and encourages music performance at Burlington High School. Symphonic Strings is an auditioned ensemble and is open to students in grades 10-12 who play violin, viola, cello, or string bass. Performance repertoire will include masterworks for the string orchestra and advanced 20<sup>th</sup> century compositions. Emphasis is placed on independence of parts, technical proficiency, and musical interpretation. A minimum of one year's experience in String Orchestra is strongly recommended. Symphonic Strings also performs as a full symphonic orchestra combining with the Symphonic Winds at select concert performances. Students are eligible to represent Burlington High School through music festivals at the district, state, and regional levels. *Prerequisite:* Audition for Instrumental Instructor. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52725 Freshman Band**

**1.0 Credit**

**Grade 9**

The Freshman Band presents and encourages music performance at Burlington High School. The Freshman Band is open to all Grade 9 students who play woodwind, brass, or percussion instruments. This performance ensemble studies music from diverse musical styles and historical periods including modern compositions and lighter popular selections. The Freshman Band is dedicated to the development of individual instrumental technique and large ensemble skills. Students are eligible to represent Burlington High School through music festivals at the district, state, and regional levels. *Prerequisite:* All eligible students are welcome. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52700 Concert Band**

**1.0 Credit**

**Grades 10-12**

The Concert Band presents and encourages music performance at Burlington High School. The Concert Band is open to all qualified students in grades 10-12 who play woodwind, brass, or percussion instruments. This performance ensemble studies music from diverse styles and historical periods including masterworks for the wind band, modern compositions and lighter popular selections. The Concert Band is dedicated to continuing the development of individual instrumental technique and large ensemble skills. Students are eligible to represent Burlington High School through music festivals at the district, state, and regional levels. *Prerequisite:* Freshman Band. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52701 Wind Ensemble**

**1.0 Credit**

**Grades 10-12**

The Wind Ensemble presents and encourages music performance at Burlington High School. Wind Ensemble is open to students in grades 10-12 who play woodwind, brass, or percussion instruments. Performance repertoire will include masterworks for the wind band and advanced 20<sup>th</sup> century compositions. Emphasis is placed on independence of parts, technical proficiency, and musical interpretation. A minimum of one year's experience in Concert Band is strongly recommended. Wind Ensemble may also perform as a full symphonic orchestra combining with the Symphonic Strings at select concert performances. Students are eligible to represent Burlington High School through music festivals at the district, state, and regional levels. *Prerequisite:* Freshman Band. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52705 Jazz Ensemble**

**0.5 Credit**

**Grades 9-12**

The Jazz Ensemble presents and encourages music performance at Burlington High School. This co-curricular group meets once a week in the evening, and is open to band and orchestra members who play traditional jazz ensemble instruments. Repertoire includes classic big band charts as well as arrangements by contemporary artists. There is a strong emphasis on jazz styles and improvisation. This performance ensemble participates at the annual Scholastic Jazz Festival at the Flynn Theatre and Jazz on the Marketplace-Discover Jazz Festival. Students are eligible to represent Burlington High School at the Vermont All-State Festival. *Prerequisite:* Audition for Instrumental Instructor. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52710 Concert Chorus**

**1.0 Credit**

**Grades 9-12**

The Concert Chorus is open to ninth grade and other new singers who wish to participate in the BHS choral program. 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 in 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. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52711 Senior Chorus**

**1.0 Credit**

**Grades 10-12**

The Senior Chorus is open to students committed 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:* One year of Concert Chorus or permission of the instructor. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**527021 Guitar 1**

**0.5 Credit**

**Grades 10-12**

This introductory semester guitar class is designed for students with little or no guitar experience. Using guitars provided by the school, students will learn the basics of playing, reading, and writing guitar music. In this course, students will play notes and melodies through the range of the instrument, learn about 20 chords, and read music in standard notation, pop chord notation, and tablature. Music will be chosen from folk, classical, rock, and popular styles. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**527022 Guitar 2**

**0.5 Credit**

**Grades 10-12**

This advanced semester guitar class is designed for 10<sup>th</sup>-12<sup>th</sup> grade students with experience playing guitar and reading music. Students will continue to improve their reading, writing, and playing skills. They will be introduced to playing in different positions, barre chords, transposition, and ensemble playing. Music will be chosen from folk, classical, rock, and popular styles. Students who have not taken Guitar I should discuss this choice with a guidance counselor or music teacher before enrolling. *Prerequisite:* Guitar 1 or equivalent. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52730 Musical Theater**

**0.5 Credit**

**Grades 9-12**

This course will explore all aspects of musical theater. Students who wish to take this course will learn not only the history of musical theater but also what it means to perform, along with some minor technical aspects of the stage. This course will explore the utilization of the acting process through song. Students will address the unique challenges for the performer through work with scenes, ensemble and small group songs, characterizations, vocal work and some light choreography. Students who have never sung and or acted before are more than welcome to join the class with pre approval from the teacher. *Primary Graduate Expectations:* Curiosity and Creativity, Critical Thinking and Problem Solving.

**52716 Men's Choir**

**0.5 Credit**

**Grades 10-12**

The Men's Choir is a select group of men taken from the Choral Program that sings music scored for strictly male voices. The group meets one evening a week and rehearses music from many different genres in preparation for several performances during the school year. A strong commitment must be made to rehearsals and to work outside of the regular rehearsal period. *Membership is open to anyone who is in the BHS Music Department's Curricular Performance Ensembles. Prerequisite:* Meets at night; NO Audition Required. *Primary Graduate Expectations:* Curiosity and Creativity, Personal Development.

**52718 Vermont Voices**

**0.5 Credit**

**Grades 9-12**

Vermont Voices 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 before or after school; audition required. Membership is open to anyone who is in the BHS Music Department's Major Ensembles (Freshman Band, Concert Band, Wind Ensemble, Senior Choir, and Concert Choir). *Primary Graduate Expectations:* Curiosity and Creativity, Personal Development.

**52721 Introduction to Music Theory**

**0.5 Credit**

**Grades 9-12**

This year-long course introduces students to Music Theory. Course topics include reading music in different clefs, learning scales, chords, analysis, and basic music composition and notation. This course is appropriate for musicians at any level. You are not required to play an instrument or perform in a music ensemble. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52713 AP Elementary Harmony: Theory and Practice**

**1.0 Credit**

**Grades 10-12**

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. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52714 Advanced Harmony Honors**

**1.0 Credit**

**Grades 11-12**

This course is for 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 advanced principles of writing music, analyzing compositions and studying the masterworks of the literature. This course is designed for those who have a serious intent to make music a part of their future lives and wish to delve into intricate matters of music composition. *Prerequisite:* AP Elementary Harmony. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**52717 Women's Choir****0.5 Credit****Grades 9-12**

The Women's Choir is a select group of women taken from the Choral Program that sings music scored for strictly women's voices. The group meets one evening a week and rehearses music from many different genres in preparation for several performances during the school year. A strong commitment must be made to rehearsals and to work outside of the regular rehearsal period. Membership is open to anyone who is in the Choral Program. *Prerequisite:* Meets at night; audition required. *Primary Graduate Expectations:* Curiosity & Creativity; Personal Development.

**527181 Piano Class 1****0.5 Credit****Grades 9-12**

This class is designed to provide introductory piano lessons to students in a group setting. No prior experience is needed. Students will learn fundamentals of piano technique and music history through individual and group settings. 9<sup>th</sup> graders need recommendation from middle school music teacher. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

**527182 Piano Class 2****0.5 Credit****Grades 10-12**

A continuation of Piano 1 for students who wish to further refine their piano technique and study of music theory. *Prerequisite:* Piano Class 1 or equivalent. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

## HISTORY AND SOCIAL STUDIES

| GRADE       | COURSES (3.0 Credits Required)  |
|-------------|---|
| 9 Required  | Humanities: Civics/World Societies<br>Humanities: Civics/World Societies (earned Honors)  |
| 10 Required | World History , or<br>World History Honors  |
| 11 Required | Two semesters of American History course offerings, or<br>AP U.S. History for the whole year.   |
| Electives   | AP U.S. Government and Politics<br>AP World History<br>History Goes to the Movies<br>Psychology<br>Public Issues/World Affairs<br>School Innovation Seminar |

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, pluralistic 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 Humanities, World History, and U. S. History gives students an opportunity to hone their understanding of America's pluralistic society along with world geography and other societies, 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, spend a semester focused on American Civics – the history and workings of our American form of government. During second semester, students focus on mastering their understanding of world geography as they begin their exploration of how various societies develop different political, economic and cultural structures. This first-year course in Civics and World Societies provides students with the foundation they need to move into their studies of global history.

The last two years of the sequence 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 among geography; historical events; economic development; and racial and ethnic diversity throughout the world, including the United States. The study of citizenship, conflicts and their resolutions and relations among different nations and people enables 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, pluralistic 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.*

### **COURSE OFFERINGS**

#### **NINTH GRADE**

**52301 Humanities: Civics/World Societies** **1.0 Credit** **Grade 9**  
**52301 Honors Humanities (Earned): Civics/World Societies**

This is the social studies half of the 9th grade Humanities course. The overall question for this course is, How can we disagree without conflict? Alongside the English half of the course, students in social studies explore the themes of power, values, liberty and security, identity and bias; pluralism. Students will think about the challenges and benefits of American government and society. Through these themes, and three required proficiencies, students will start their work toward these Graduate Expectations: Personal Development, Civic Engagement & Cultural Understanding, and Effective Communication. **Note: This course offers an embedded earned Honors option.** This class is co-assigned and team-taught with English 9: Humanities. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Personal Development; and Cross-Cultural Understanding & Civic Engagement.

#### **TENTH GRADE**

##### **World History - Overview**

This course introduces students to the study of human societies in four acts or themes: New Ways to Think; Follow the Money; Revolutions & Revolts; and A World of Violence, A World of Liberation. These themes will enable students to consider change and continuity by examining history through three distinct lens: social, economic and political systems. Students will explore what enables societies to function and what changes a society in order to better understand the world we live in today, and where we want to go as a society. The course starts in 500 bce and moves forward to today. Students will hone reading and writing skills, with special attention to evaluating and analyzing information for a better understanding of the human story. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Personal Development; Cross-Cultural Understanding & Civic Engagement.

**52305 World History** **1.0 Credit** **Grade 10**

This is a college preparatory course, designed to acquaint students with important events, ideas, people and institutions that have shaped World. It is also designed to help students develop the study and critical thinking 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. Additional support is available to students outside of class to ensure success in the class.

**52302 World History Honors** **1.0 Credit** **Grade 10**

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. 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. **Prerequisite:** Earned honors in Humanities: Social Studies.

## ELEVENTH GRADE

The following courses are available for students in grades 11 and 12. However, **juniors get priority for placement.**

### **52310 AP U.S. History**

**1.0 Credit**

**Grades 11-12**

This course is a college level survey in United States History that covers the Age of Exploration through to the present. The curriculum is based on the standards and instructional strategies approved by the College Board. Content covers the political, social/cultural, economic, and diplomatic events and how they collectively have contributed to the development of the United States. **Prerequisites: B+ or higher in World and U.S. History 1 Honors, teacher recommendation, and completion of a summer reading and writing assignment.**

### **52350 A People's History of America**

**0.5 Credit**

**Grades 11-12**

This is the people's history that you rarely get to read about. This course will focus on the groups that have been marginalized by the traditional narratives of American history. **Note: This course offers an embedded earned Honors option. ALSO, this course fulfills 0.5 credits of the American History requirement.**

### **52140 American Cultures 1 (English) + (Social Studies) - Semester 1**

**0.5 + 0.5 Credit**

**Grades 11-12**

### **52141 American Cultures 2 (English) + (Social Studies) - Semester 2**

**0.5 + 0.5 Credit**

American Cultures is a humanities course that ties together American Literature, Art, Philosophy and History in a seminar-style class. **The course is divided into two semesters**; students may take one semester or both. **It will meet one block every day to earn English and US History credit.** Each semester is dedicated to two themes. First semester will explore the themes of Beliefs in America and Fears in America. Second semester will explore the themes of Civil War to Civil Rights and Is the American Dream Tarnished? The theme for each quarter focuses on specific topics, but incorporates the historical context with literary historical development and conventions. While there will be classwide readings and assignments, each student will choose a topic of study, and develop it into a student-conducted seminar. Texts under study will include but not be limited to such fiction as Huckleberry Finn, Raisin in the Sun, Fahrenheit 451, The Crucible, 12 Angry Men, The Great Gatsby, The Catcher in the Rye, as well as assorted nonfiction essays and speeches including writings by Frederick Douglas, W.E.B. Dubois, Malcolm X, Cesar Chavez, Dee Brown, Helen Hunt Jackson, Elizabeth Cady Stanton and Betty Friedan. This course offers students the opportunity to practice the proficiencies linked to graduation requirements that address effective communication, critical thinking, and cross-cultural understanding. There will be imbedded honors credit that students may earn. **Note: This course offers an embedded earned Honors option. ALSO, this course fulfills 0.5 credits of the American History requirement.**

### **52352 Fight the Power: American Civil Rights Movements**

**0.5 Credit**

**Grades 11-12**

This course would look at the steps taken to protect the rights of marginalized populations within the US, and what steps have been taken to protect those freedoms. US has an national identity of Freedom and Justice for all, but these rights have not been given freely nor earned easily. **Note: This course offers an embedded earned Honors option. ALSO, this course fulfills 0.5 credits of the American History requirement.**

### **52354 Why We Fight: The History America & War**

**0.5 Credit**

**Grades 11-12**

This is a course about America's history with wars. We will explore multiple wars through the themes of the impact of war on the economy, segregation of soldiers, the impact of war on the homefront and American foreign policy. **Note: This course offers an embedded earned Honors option. ALSO, this course fulfills 0.5 credits of the American History requirement.**

### **52356 Women in the White House**

**0.5 Credit**

**Grades 11-12**

The role of the President is one of the most important political positions in the United States. All U. S. Presidents have been joined by discrete partners, and we're not talking about the Vice President. First Ladies, while recognized throughout election years, have historically gone unnoticed during the President's term. However, this role has gradually changed overtime, sometimes resulting in the First Lady leaving more of an impact on the U. S. than the President himself. **Note: This course offers an embedded earned Honors option. ALSO, this course fulfills 0.5 credits of the American History requirement.**

## ELECTIVE COURSES

The following courses are available for students in grades 11 and 12. However, **seniors get priority for placement.**

### **52319 AP U.S. Government and Politics**

**1.0 Credit**

**Grade 12**

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 20<sup>th</sup> and 21<sup>st</sup> 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. Prerequisite: Teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Cross-Cultural Understanding & Civic Engagement.

**52321 AP World History****1.0 Credit****Grade 12**

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 includes a summer assignment prior to the fall term, and is designed to introduce students to college level reading, writing and critical 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. Themes in world history include urbanization, conflict, gender issues, and the spread of ideas and beliefs. Students will have an opportunity to revisit the world and U.S. history they studied in prior history/social studies classes, but will take 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 11<sup>th</sup> grade course. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Cross-Cultural Understanding & Civic Engagement.

**52315 History Goes to the Movies****0.5 Credit****Grades 11-12**

This course investigates how historical events and personalities have been portrayed in film. Students will consider historical accuracy and film literacy as they explore how history is portrayed in movies and how the year of a film might influence its interpretation of history. Students will study this relationship through assigned readings and writing, and by watching such films as *Schindler's List*, *The Field*, *Saving Private Ryan* and *The Green Beret*. Seniors are given first preference; juniors admitted on a space available basis. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Cross-Cultural Understanding & Civic Engagement.

**52311 Psychology****0.5 Credit****Grades 11-12**

Psychology is the study of human behavior and mental processes. Introduction to Psychology will examine the history of psychology as well as the different currents of thoughts as pertain to development, cognition, learning, motivation, sensation, emotions, social psychology and mental disorders. Students will be introduced to the theories and research of Freud, Adler, Jung, Skinner, Fromm, Kahneman, Chomsky and others. Students also will learn how to apply some of these psychological teachers to their own lives to more cogently address their own problems and to cope with the intricacies of their inner lives. Seniors are given first preference; juniors admitted on a space available basis. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Cross-Cultural Understanding & Civic Engagement.

**52313 Public Issues and World Affairs****0.5 Credit****Grades 11-12**

This course is designed for students interested in studying 21<sup>st</sup> Century world, national, state and local issues using 21<sup>st</sup> Century information-gathering tools. Students will examine how the media – with a focus on electronic tools – cover politics, peace and war, government, social trends, cultural situations, the environment and other contemporary issues related 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; and analyze how media informs the public. This is a discussion-based class with the opportunity to learn how to develop, articulate, and argue opinions and positions. Seniors are given first preference; juniors and sophomores are admitted on a space available basis. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Cross-Cultural Understanding & Civic Engagement.

**52961 School Innovation Seminar****0.5 Credit****Grades 10-12**

School Innovation Seminar (SIS) is a student-centered social science course for BHS students, open to students in grades 10-12 who want to learn more about school—and about learning itself. In the first quarter, we will focus on the psychology of learning, including brain science, motivation, mindset, and learning styles. Next, the course explores the sociology of education. How are schools organized? Why are schools set up the way they are? How should schools evolve to meet the needs of today's world? In the second semester, students will be introduced to key principles of social science research, and design an individual research project that focused on authentic issues here at BHS. Overall, the course is a unique opportunity to apply a social science lens to school itself, and to engage directly in the world of school change. SIS includes many extended learning opportunities including conferences, trainings, community partnerships, and direct engagement in school redesign initiatives. Grades are determined through student-centered, portfolio-driven assessment. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving; Cross-Cultural Understanding & Civic Engagement; Curiosity & Creativity.

## INSTRUCTIONAL SUPPORT SERVICES

Instructional support services are designed to support student learning and academic progress in mainstream classes along with supportive classes and individualized, targeted instruction. Offerings have changed from previous years as instructional support services are shifting to support students directly within the general education environment. Students will receive individualized instruction across the basic skill areas within Learning Lab, Guided Academic Study and Aspire and earn elective credit. Several levels of reading instruction will be available as well as some focused elective offerings.

**529081 Basic Reading 1****1.0 Credit****Grades 9-12**

Students, selected by referral to instructor, will learn and practice strategies for learning to read and reading improvement. Emphasis will be on learning and improving decoding skills, sight vocabulary, and reading comprehension. Primary Graduate Expectation: Effective Communication.

**529082 Basic Reading 2**                      **1.0 Credit**                      **Grades 9-12**

Students, selected by referral to instructor, will continue to learn and practice strategies for learning to read and reading improvement. Emphasis will be on learning and improving decoding skills, sight vocabulary, and reading comprehension. Students referred to this course have lexile scores ranging from BR to 300. Primary Graduate Expectation: Effective Communication.

**529083 Basic Reading 3**                      **1.0 Credit**                      **Grades 9-12**

Students, selected by referral to instructor, will continue to learn and practice strategies for learning to read and reading improvement. Emphasis will be on learning and improving decoding skills, sight vocabulary, and reading comprehension. Primary Graduate Expectation: Effective Communication

**529063 Supplemental Reading**              **1.0 Credit**                      **Grades 9-12**

Supplemental Reading is a reading intervention that addresses individual reading needs through adaptive and instructional software, grade level literature, and direct instruction in reading, writing, and vocabulary skills. The course is for struggling readers who have exited ELL or are well below grade level in reading comprehension skills.

Prerequisite: Students with RI (Reading Inventory) scores 200-600 who are referred by teachers, case managers, or guidance counselors. *Primary Graduate Expectations:* Effective Communication; Personal Development.

**529063 Aspire Supported Study**              **0.5-2.0 Credits**                      **Grades 9-12**

Is a supported study hall where students receive help in content area course work with emphasis on reading, writing, and math. Students will work to improve or reinforce strategies in the areas of reading, writing, math, test taking, test anxiety, and organizational skills. *Primary Graduate Expectations:* Critical Thinking and Problem Solving.

**52591 Guided Academic Study**              **0.5-2.0 Credits**                      **Grades 9-12**

This guided study hall provides students with the opportunity to earn academic credit for their work in their core academic classes. The class will focus on developing habits of learning needed to succeed in academic classes and will provide a supported workspace for collaborating, discussing, and completing well-wrought academic work. The primary focus is on developing organizational and time management strategies, fostering self-efficacy, and setting short and long term goals for graduation and beyond. *Primary Graduate Expectations:* Personal Development, Effective Communication and Critical Thinking.

**52925 Learning Lab**                      **0.5-2.0 Credits**                      **Grades 9-12**

Learning lab offers direct instruction in support of a student's academic goals in reading, writing and mathematics. Students assigned to learning lab will spend part of each block in individual or small group instruction tailored to meet the student's targets academic goals. Students will also have the opportunity to work on independent instructional practice and application of skills in core course assignments with tutorial support within a structured academic environment. *Primary Graduate Expectations:* Critical Thinking and Problem Solving and Effective Communication.

**52975 Math Intervention**              **0.5-1.0 Credit**                      **Grades 9-12**

Students will be enrolled in this course based on staff recommendation and individualized educational plans. Student enrolled in this course will receive direct instruction within the basic skill area of math to help support skill acquisition in support of the work they are doing within their general education math course. This course will be pass/fail and student growth will be documented through data collection on a student's individual progress. *Primary Graduate Expectations:* Critical Thinking and Problem Solving.

**52867 Life Skills**                      **0.5-2.0 Credits**                      **Grades 9-12**

Students are taught and have the opportunity to practice basic self-care skills, including health, dental hygiene, dressing, personal grooming, communications and daily routine. They learn other skills for maintenance in home living including cooking, cleaning and clothing care. *Primary Graduate Expectations:* Personal Development and Effective Communication.

**52978 World Cultures**                      **0.5 Credit**                      **Grades 9-12**

In this elective course, students will develop an understanding of the meaning of culture. They will learn about and compare various cultures to their own. Students will explore multicultural literature to further their knowledge and understanding. Topics to discussed include customs, dress, music, cuisine, family, traditions, religions and more from continents around the world. Cooking will also be

incorporated into the curriculum. There will be a requirement of at least one presentation and a written assessment that demonstrates concepts and information learned. *Primary Graduate Expectations: Cross-Cultural Understanding and Civic Engagement*

# MATHEMATICS

The BHS Mathematics Program offers all students a preparation in the knowledge and skills necessary for competence in mathematics, as well as preparation for further training and study. All courses in mathematics aim to increase understanding of the basic concepts in mathematics. Some course will be taught using proficiency-based learning. Attention is 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.*

## **GENERAL COURSE INFORMATION**

Ninth Graders have four points of entry in Mathematics: Elements/ Pre-Algebra (402), Algebra 1 (406-9), Geometry (408-9)

- One of the three recommended credits for graduation is Algebra.
- Students who take Mathematics of Money must be Seniors who have passed Algebra II at a minimum.
- 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.
- Students may double up with math courses in order to progress more quickly through the sequence of classes.
- Some students may also complete math requirements through EL, Instructional Services, and technical center classes.
- 

SEQUENCE OF MATH COURSES (3.0 Credits Required)

|  |   |                              |
|--|---|------------------------------|
| Elements   |   |                              |
| Pre-Algebra  |   |                              |
| Algebra I  | 9th Grade Algebra I                             |                              |
| Concepts of Geometry                                 | Geometry  | 9th Grade Geometry           |
| Trig and Stats, Algebra II, or Applied Personal Math | Algebra II                                      | Honors Algebra II            |
|  | Math of Money<br>Trig and Stats<br>Pre-Calculus | Honors Pre-Calculus          |
|  | Calculus  | AP Calculus<br>Ap Statistics |

## **COURSE OFFERINGS**

### **52402 Elements of Mathematics**

**1.0 Credits**

**Grades 9-10**

This is a foundations course designed to improve arithmetic skills for students who are still mastering the cornerstones of math. Students in this course meet every day for half a block and cover the Elements curriculum Semester 1 and if the pace of the course allows Pre-Algebra curriculum Semester 2. Topics include the four basic operations, factoring, fractions and percentages, working with variables, solving equations, proportion and, probability problems, and work with measurement in geometric problems. Students will be able to progress at their own pace on a computer based program, such as Khan Academy, and be given an ample amount of individual tutoring when needed. Mastery of this course will provide the student the prerequisites to go on to study Pre-Algebra or Algebra. *Prerequisite:* Middle school teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving

### **52405 Pre-Algebra**

**1.0 Credit**

**Grade 9-11**

This course is designed for students who have a basic understanding of arithmetic and want to enhance their mathematics skills. It is designed to give students the foundation of understanding mathematics at a moderate pace. Topics will include an extensive arithmetic review, working with variables, solving equations, proportions and probability problems. Some lessons will include the use of graphing calculator. Essential material will be covered to prepare the students for Concepts of Algebra/Algebra. Prerequisite: Middle school teacher recommendation or successful completion of Elements. Primary Graduate Expectations: Critical Thinking & Problem Solving.

**52406 Concepts of Algebra I**

**1.0 Credit**

**Grades 10-12**

This proficiency-based course is designed to give students the foundations of secondary mathematics at a moderate pace. Essential material will be covered to prepare students for Geometry. Topics covered will include creating and simplifying algebraic expressions, solving and graphing linear equations and inequalities, solving systems of linear equations, working with exponential functions and an introduction to probability. Students will be exposed to the online graphing tool Desmos and should have access to their own scientific calculator outside of class. *Prerequisite:* Proficiency in Pre-Algebra or teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving.

**524069 Algebra I**

**1.0 Credit**

**Grade 9**

This course is designed to give students a firm foundation in secondary mathematics. The concepts and topics that are covered include: evaluating and simplifying algebraic expressions, properties of real numbers, solving and graphing linear equations and inequalities, solving systems of equations, powers and exponents, solving quadratic equations, operations on polynomials, factoring polynomials and simplifying radical expressions. Technology will include the use of Khan Academy and student tablets. Additionally, graphing calculators will be incorporated into this course to help students effectively work with data. *Prerequisite:* Middle school teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving.

**52403 Concepts of Geometry**

**1.0 Credit**

**Grades 10-12**

This course is designed for students who have taken Pre-Algebra/Algebra I the previous year. Basic terms and essential topics and skills of geometry will be explored and expanded upon at a moderate pace. Topics include congruence and transformations, different polygons (triangles, quadrilaterals, and circles), area and volume, and similarity. Students' proficiency will be assessed through homework and in-class assignments, quizzes, tests, and projects throughout the year. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52407 Applied Personal Mathematics**

**1.0 Credit**

**Grades 11-12**

This course integrates the review of basic math skills with practical knowledge students need to become informed financial decision-makers. Areas covered will include calculating wages, taxes, banking services, credit card buying, housing and automobile purchases. *Prerequisite:* The student must have two math credits and Junior or Senior standing. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Personal Development.

**524082 Geometry**

**1.0 Credit**

**Grades 10-12**

Geometry is the study of the properties and relationships of angles, triangles, polygons, and circles. The course begins with common terminology to gradually build a solid body of mathematical reasoning. Work in the course involves intuitive discovery, constructions, simple proofs, and spatial reasoning through applications of area and volume. Students will be required to use their 1-1 device to develop proofs and examples with Geogebra web based calculator. Proficiency is assessed throughout the year with projects, quizzes, tests and homework. *Prerequisite:* Proficiency in Concepts of Algebra I or Algebra I and teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**524081 Freshmen Geometry**

**1.0 Credit**

**Grade 9**

This course is designed for the motivated math student with an above average interest in mathematics. Geometry is the study of the properties and relationships of angles, triangles, polygons, and circles. This course focuses on intuitive discovery, constructions, simple proofs, and spatial reasoning through applications of area and volume. Areas of emphasis include logical deductive reasoning, solid and coordinate geometry, transformations, 2-column proofs, and trigonometry. **Students have the option to earn Honors status** in this class by demonstrating learning of core concepts, skills, and knowledge on identified assignments and assessments during the school year at an honors level. The earned Honors designation will be awarded at the end of year. *Prerequisite:* Middle school teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**524101 Concepts of Algebra II**

**.0 Credit**

**Grades 11-12**

This course is designed to give students the foundations of secondary mathematics at a moderate pace. Algebra II adds to the previous knowledge of graphing and solving linear functions gained in Algebra by graphing and solving quadratic and cubic functions. Other topics include learning about systems of nonlinear equations, exponential and logarithmic functions, and probability. A graphing calculator will be used in class and at home using the online resource Desmos by students throughout the year. *Prerequisite:* Proficiency in both Algebra I and Geometry and teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving.

**52410 Algebra II**

**1.0 Credit**

**Grades 10-12**

Algebra II is one of the most useful and necessary courses for future work in math, science, and other applied fields of study. It is full of direct real world applications that students can relate to and be inspired by. Students will become proficient in linear and quadratic functions and inequalities, systems of nonlinear equations, factoring and graphing higher degree polynomials, and exponential and logarithmic functions. A graphing calculator will be used proficiently by students throughout the year.



*Prerequisite:* Proficiency in Algebra I and Geometry and teacher recommendation; 9<sup>th</sup> graders by permission of instructor. *Primary Graduate Expectations:* Critical Thinking & Problem Solving.

**52411 Honors Algebra II 1.0 Credit Grades 10-11**

This course is for students prepared to work at an accelerated pace. Students will study polynomial and rational functions, polynomial and rational inequalities, the real and complex number systems, systems of equations, matrices, exponential and logarithmic functions, sequences and series, and applications of right-triangle trigonometry (if time). The graphing calculator (TI-84) will be used to supplement instruction throughout the year, as well as, other web based calculators such as Desmos. It is expected that each student will have a graphing calculator (TI-84) and iPad/Chromebook to use. Proficiency is based on daily homework, daily quizzes, daily questions and daily attitude. *Prerequisite:* Proficiency in 9<sup>th</sup> Grade Geometry or A in Geometry and teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving.

**52421 Mathematics of Money 1.0 Credit Grade 12**

This course will cover mathematics material with an emphasis on money and finances. This is an applications-based learning approach that will include the stock market, modeling a business, banking services, credit cards, mortgages and loans. We will also explore automobile and home ownership, while including household budgeting. Also included will be a look at employment basics, commissions, benefits, Social Security, looking into retirement planning. The course includes a strong review of basic algebra formulas with variables, equations, functions, systems of equations, graphs and statistics. Selected advanced mathematics topics such as, piecewise functions, regression limits, exponential functions, and linear/quadratic systems are also addressed. Much of the daily computations will be spreadsheet and/or Desmos based. Students will learn how to program complex financial formulas and results. Proficiency is based on daily attitude, participation, quizzes, questions, tests and projects. *Prerequisite:* Completion of Algebra II and 12<sup>th</sup> grade standing. *Primary Graduate Expectations:* Critical thinking and problem solving; Effective Communication; Personal Development.

**52412 Pre-Calculus 1.0 Credit Grades 11 or 12**

This course is designed for students who plan to study calculus. Students will begin with an in-depth review of polynomial, rational, exponential, and logarithmic functions. Students will also study right triangle trigonometry, analytic trigonometry, oblique triangles, sequences and series, and polar coordinates. Each student will be required to have a graphing calculator (TI 83 Plus or TI-84) to use for the year. *Prerequisite:* B in Algebra II or C in Honors Algebra II and teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication

**52413 Honors Pre-Calculus 1.0 Credit Grades 11 or 12**

This is an accelerated course designed for motivated math students with an above average interest in mathematics. The course will cover all topics presented in Pre-Calculus plus students will study conic sections, parametric equations, and be introduced to limits (time permitting). All students will be required to have a graphing calculator (TI 83 Plus or TI 84). *Prerequisite:* B+ in Honors Algebra II or A- in Algebra II and a teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Curiosity & Creativity.

**52416 Trigonometry and Statistics 1.0 Credit Grade 12**

This course is designed for seniors who wish to continue their studies in mathematics after Algebra II. The first semester of the course will focus on trigonometric functions and their applications while the second semester will focus on statistics concepts such as displaying data, basic probability, confidence intervals and hypothesis testing. Credit will not be given for both Pre-calculus and Trigonometry and Statistics. *Prerequisite:* Completion of Algebra II, 12<sup>th</sup> grade standing. *Primary Graduate Expectations:* Critical Thinking and Problem Solving; Effective Communication

**52414 Calculus 1.0 Credit Grade 12**

This is an advanced (but non-AP) course for mostly seniors who plan to study mathematics or a social sciences related field in college. This course offers much of the topics covered in college introductory calculus, with less focus on proofs and theorems. Thus, most of our attention will be devoted to authentic application of concepts. The first part of the course covers the concepts of limits, continuity, differentiability and derivatives of a variety of functions as well as application of derivatives to optimization problems and related rates. 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-84) to use. Students who are in this class do not prepare for the Advanced Placement Exam. *Prerequisite:* C in Honors Pre-Calculus or B in Pre-Calculus. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Curiosity & Creativity.

**52415 AP Calculus 1.0 Credit Grade 12**

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. Students are required to take the Advanced Placement Examination in May. *Prerequisite:* Proficiency in Honors Pre-Calculus or A in Pre-calculus and teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving, Curiosity & Creativity.

**52420 AP Statistics****1.0 Credit****Grade 11 or 12**

This is an elective class for those juniors or seniors who may be concurrently taking an advanced science class or planning to pursue a college degree in a research field. Topics include constructing and summarizing single and multiple variable data, creating and conducting surveys and experiments, understanding randomness and probability principles, types of distributions (normal, binomial, geometric, student's t, chi-square), and inference (confidence intervals and hypothesis testing). Multiple software packages and presentation tools will be used and each student will be required to have a TI-84 graphing calculator. Students are required to take the Advanced Placement Examination in May. *Prerequisite:* A-in Algebra II or B in Pre-Calculus or higher and teacher recommendation. *Primary Graduate Expectations:* Critical Thinking & Problem Solving, Effective Communication.

## 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 lifestyle. In Physical Education students are exposed to many different types of activities to encourage a lifelong pursuit of personal fitness. In Health, students learn a variety of topics included in the five main units: Mental Health, Nutrition, Eating Disorders, Substance Prevention and Abuse, and Sexuality and Relationships. Students will be provided current factual information to be able to make informed decisions regarding their own health.

|           |  |
|-----------|--|
| Phys Ed   | Lifetime Activities I – <b>fall only</b> (0.5 credit)<br>Team Activities I (0.5 credit)<br>Lifetime Activities II – <b>fall only</b> (0.5 credit)<br>Team Activities II (0.5 credit)<br>Movement Exploration (0.5 credit)<br>PE Capstone (0.5 credit)<br>Sports Conditioning<br>Teaching Team Sports |
| Health    | Health (0.5 credit)  |
| Electives | International Foods (0.5 credit)<br>Health Survivor Course (0.5 credit)  |

**BHS Graduation Requirements****Physical Education – 1.5 credits****Health – 0.5 credits**

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 in Physical Education, a student must demonstrate the following proficiencies set by the National PE Standards:**

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

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

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

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

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

**To achieve the graduation requirement in Health, a student must demonstrate the following proficiencies set by the National Health Standards:**

**Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Standard 3:** Students will demonstrate the ability to access valid information and products and services to enhance health.

**Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Standard 8:** Students will demonstrate the ability to advocate for personal, family, and community health.

## COURSES IN PHYSICAL EDUCATION

### **520141 Lifetime Activities I      FALL ONLY      0.5 Credit      Grades 9-12**

This course focuses on lifelong physical activities and development of the skills necessary to achieve and maintain a health-enhancing level of physical activity and fitness. Students will have an opportunity to experience most of the following activities: Canoeing, Team Building/Project Adventure, Ultimate Frisbee, Badminton, Tennis, CPR/ First Aid with AED training, Weight Training, and a Fitness Unit focusing on the five components of fitness. Emphasis is placed on physical literacy and individual goals. This is a proficiency based course and students are required to demonstrate proficiency in all learning outcomes.

*Primary Graduate Expectation:* Personal Development.

### **520142 Team Activities I      SPRING ONLY      0.5 Credit      Grades 9-12**

This course blends lifelong physical activities with team activities and challenges students to be active and engage in cooperative team activities. Students will be expected to demonstrate knowledge of concepts, principles, strategies and tactics related to a variety of movement patterns. Students will have an opportunity to experience many of the following activities: Snowshoeing, Volleyball, Floor Hockey, Soccer, Softball, Introduction to Biking, Beach Volleyball, Floor Hockey, Basketball, and Team Handball. The focus of physical literate student in this course is to be able to demonstrate personal and social behavior that respects self and others. This is a proficiency based course and students are required to demonstrate proficiency in all learning outcomes. *Primary Graduate Expectations:* Cross-Cultural Understanding & Civic Engagement, Personal Development.

### **520143 Lifetime Activities II      FALL ONLY      0.5 Credit      Grades 10-12**

This course is a continuation of Lifetime Activities I. While Lifetime Activities I is not a prerequisite, it is strongly recommended students complete Lifetime Activities I prior to this course and are able to successfully ride a bike. Students will have an opportunity to experience a wide variety of outdoor and indoor activities including the following: Biking (road and trail), Personal Fitness, Nerf Tennis, Pickleball, Team Handball, Cross-Country Skiing (weather permitting). A highlight of this course is a well-liked biking unit which allows students to learn all aspects of bike riding, repair, and road rules. Students will ride on the bike path, Fort Ethan Allen and through area trails. This is a proficiency based course with focus on recognizing the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

*Primary Graduate Expectation:* Personal Development.

### **520144 Team Activities II      SPRING ONLY      0.5 Credit      Grades 10-12**

This course is for students who want to get outside, be active and have fun. Students will have an opportunity to experience a combination of lifelong and team activities such as: Volleyball, Cross Country Skiing (weather permitting), Exercise Physiology and Weight Training, Sports Conditioning; Floor Hockey, Speedball, Basketball, Archery, and Outdoor Team Games. This is a proficiency based course with a strong emphasis on all of the National PE Standards.

*Primary Graduate Expectation:* Personal Development.

### **52016 Movement Exploration      0.5 Credit      Grades 10-12**

Students will explore movement and dance as lifelong physical activity. This is a non-traditional Physical Education class with a focus on understanding movement and movement patterns along with demonstrating concepts, principles, strategies and tactics related to movement and performance. Students will have an opportunity to experience the following activities: Introduction to Yoga, Pilates, Creative Dance, Tae Bo, P90x, Geo Fitness, and a fitness unit focusing on the fitness/strength components of movement and dance. The proficiencies for this course are based on specific learning outcomes for each unit.

*Prerequisite:* Completion of Lifetime Activities I. *Primary Graduate Expectation:* Personal Development.

### **52019 Sports Conditioning      0.5 Credit      Grade 9-12**

This course focuses on a very active approach to lifelong physical activities. This class is for students who are seeking high level of activity and are self-motivated. This course 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. Students will have an opportunity to experience activities that focus on sport training techniques such as: Trailblazing and Deep Woods Mountain Biking, Exercise Physiology and Personal Fitness/Weight Training, Competitive Indoor Tennis and Badminton.

GX Connection: Personal Development and Critical Thinking.

### **52020 Teaching Team Sports      0.5 Credit      Grade 9-12**

This course is for 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 and participate in playing the sports. Students will be responsible for researching and teaching skills for each unit that is covered in this course. Examples of units are: Football, Soccer, Ultimate Frisbee, Basketball, and Badminton. **This is an active class, students must be prepared to play a sport everyday.**

GX Connection: Personal Development

### **52021 PE CAPSTONE      0.5 Credit      Grades 11-12**

Students may choose this course as an **independent study** for Physical Education. Students enrolled in this course have the flexibility of designing a plan that fits their needs. This course is ideal for those students who thrive with the opportunity to self-direct their own learning and wish to develop their own path and personal learning plan. In this course students have the opportunity to use outside learning physical activity opportunities and apply them to this course for credit. The focus is becoming physically literate and to be able

to demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. Regular meetings after school with a teacher and submissions of work will be required for students to demonstrate progress towards meeting course goals.

**Limited slots are available; student placement by teacher recommendation ONLY**

GX Connection: Personal Development and Critical Thinking

**COURSES IN HEALTH AND FAMILY CONSUMER SCIENCES**

**52030 Health**

**0.5 Credit**

**Grades 9-12**

Students will receive current and factual information that can be used to make informed decisions regarding their own health and health care. Topics covered include: human dynamics, mental health, nutrition, eating disorders, food safety & food preparation, substance abuse, and prevention, communicable and non-communicable diseases, sexuality, healthy and unhealthy relationships and current topics and trends. All units are aligned with the National Health Standards and each unit has specific learning outcomes and proficiencies. This course is a BHS and State graduation requirement. *Primary Graduate Expectation:* Cross-Cultural Understanding and Civic Engagement, Effective Communication, Personal Development.

**52033 Health Survivor Course**

**0.5 Credit**

**Grades 11-12**

This course is offered to Juniors and Seniors who have successfully completed the Health credit. This course will allow students to refresh their knowledge on Mental Health, Nutrition, Addiction, and Sexuality topics as well as expand their knowledge in these areas. This class will be a combination of in-class activities as well as activities that involve the community. The overarching goal of this course is to prepare students for life outside of high school and to have factual knowledge in order to make informed decisions. Prerequisite: Successful Completion of Health

**520322 International Foods**

**0.5 Credit**

**Grades 10-12**

In this spring semester course, 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 to the class. Students will also investigate and demonstrate understanding of food preparation and food science in chosen areas. The class will culminate with a student driven lunch buffet. Students will learn skills around recipe/food choices, understanding cost and revenue, developing the menu, marketing, preparation of a large-scale meal, service of the meal, and clean up. *Prerequisite:* Successful completion of Health. *Primary Graduation Expectation:* Cross-Cultural Understanding and Civic Engagement, Personal Development.

**SCIENCE AND TECHNOLOGY**

| GRADE       | COURSES (3.0 Credits Required)   |
|-------------|--|
| 9 Required  | Earth Science  |
| 10 Required | Biology  |
| 11 Required | Chemistry or Physics (or senior year)  |
| Electives   | AP Biology<br>AP Chemistry<br>AP Environmental Studies<br>Anatomy & Physiology<br>Food Science<br>Marine Biology<br>Principles of Engineering 1<br>Principles of Engineering 2 |

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 students develop will enable them to make informed decisions in the home, community and workplace.

**BHS Graduation Requirement**

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

To achieve the graduation requirement, students must be proficient in the following areas:

- **Research:** I research a scientific topic and communicate the results of my findings.
- **Inquiry:** I design, conduct, and communicate an independent investigation to test a scientific hypothesis.
- **Design:** I design, build, test, and improve on a physical product to test a hypothesis or accomplish a particular task.
- **Modeling for Explanation:** I develop and use models in order to construct explanations for scientific phenomena and design solutions for problems.
- **Real-World Connections:** I explore and communicate about relevant, real-world applications of science.

## COURSE OFFERINGS

Starting in 2018-2019, BHS students will follow an *Earth Science (9<sup>th</sup> grade), Biology (10<sup>th</sup> grade), and Chemistry or Physics (11<sup>th</sup> grade) lab-science sequence*. *College-bound students should take both Chemistry and Physics*. BHS offers a variety of other hands-on and applied learning opportunities for students to follow their interests in science. **Students may take more than one science class in a year provided they meet the prerequisites**. Please look at course prerequisites carefully and consult with school counselors and science teachers for advice and suggestions in selecting science course offerings.

### 52513 Earth Science

1.0 credit

Grade: 9

#### 52513 Honors Earth Science (earned)

This course provides students with scientific literacy in earth sciences. Topics include geologic history, plate tectonics, natural disasters, and environmental issues. These areas will be explored through inquiry, discussion, projects, lab investigations, research and technology. This course will include place-based study of the Burlington area, from the ecology of Lake Champlain to the geology of Lone Rock Point. Students have the option to earn honors credit in this class by demonstrating learning of core concepts, skills, and knowledge, on identified assignments and assessments throughout the school year at an honors level; the earned honors designation will be awarded at the end of the year. Motivated students may take Earth Science and Biology 1/Honors Biology 1 concurrently. This course is required for all 9<sup>th</sup> grade students. 10<sup>th</sup> grade students by teacher recommendation only. This course is not appropriate for 11-12<sup>th</sup> grade students.

### 52505 Biology 1

1.0 Credit

Grades 9-10

This full-year course focuses on Biology and biological applications and will help to improve the student's science skills, as well as general academic skills. Students will regularly conduct labs, write quarterly lab reports, and complete unit projects. The areas of content covered include biochemistry, cell physiology, genetics, evolution, human body physiology, and environmental science. Successful completion of this course will provide students with the skills needed to take future science courses. *Prerequisite:* Recommendation of 8<sup>th</sup> grade science teachers; 9<sup>th</sup> grade or above standing. *Primary Graduate Expectations:* Effective Communication, Creativity and Curiosity, Critical Thinking and Problem Solving.

### 52505 Biology 1 Honors

1.0 Credit

Grades 9-10

This challenging, fast-paced course is for highly motivated students who have grade-level or higher reading, writing, and math skills. Students read biological texts, conduct labs, write quarterly lab reports, complete unit projects, and complete an independent research project. Areas of content covered include biochemistry, cell physiology, genetics, evolution, human body physiology, and environmental science. The course will provide students skills needed to take introductory college-level science courses in the future. *Graduate Expectations:* Critical Thinking and Problem Solving; Effective Communication. *Prerequisites:* 8<sup>th</sup> grade science teacher recommendation; successful completion of Algebra 1 or concurrent enrollment in Geometry or Algebra 2. *Primary Graduate Expectations:* Effective Communication, Creativity and Curiosity, Critical Thinking & Problem Solving.

### 52548 Introduction to Chemistry

1.0 Credit

Grades 9-12

This supported EL introduction to science course emphasizes laboratory skills and safety. Basic chemistry concepts including matter, compounds, chemical bonding, chemical equations and chemical reactions are included in this course. *Prerequisite:* Successful completion of EL Science 2 or equivalent and/or WIDA Level 2-3. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving.

### 52511 Chemistry 1

1.0 Credit

Grades 11-12

This college preparatory chemistry class focuses on proficiency in fundamental chemistry concepts and skills. This course includes a mixture of classic laboratory work, guided inquiry, and experimental design. A strong algebra foundation is essential for success as it is applied to many chemistry concepts. Topics studied include: scientific measurement, atomic and molecular structure and theory, nuclear reactions, periodic law, chemical bonding and nomenclature, chemical equations, phases of matter, and chemical reactions. *Prerequisite:* Successful completion of Biology I and Algebra I, or recommendation of current science teacher. *Primary Graduate Expectations:* Effective Communication; Creativity & Curiosity; Critical Thinking & Problem Solving.

**52512 Chemistry 1 Honors****1.0 Credit****Grade 11-12**

This college preparatory chemistry class is a rigorous, math-dependent 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 stoichiometry, kinetic molecular theory, chemical reactions, acid and bases, and nuclear chemistry. *Prerequisite:* Successful completion of Biology I Honors and concurrent enrollment in or completion of Algebra II, or by recommendation of current science teacher. *Primary Graduate Expectations:* Effective Communication, Creativity & Curiosity; Critical Thinking & Problem Solving.

**52549 Introduction to Physics****1.0 Credit****Grades 10-12**

This supported EL physics course introduces students to some basic kinematics, Newton's laws, astronomy, waves, optics, and electricity and magnetism. Laboratory skills are developed and students read academic texts for understanding. *Prerequisites:* Successful completion of Intro to Chemistry and/or WIDA Level 4. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52521 Physics 1****1.0 Credit****Grades 11-12**

This is a college-preparatory 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. Topics are covered using mathematical relationships. *Prerequisites:* Completion of Biology and Earth Science, Algebra I and Geometry, or permission of current science teacher. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52522 Physics 1 Honors****1.0 Credit****Grades 11-12**

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, astronomy, electrodynamics, optics and sound. *Prerequisite:* Concurrent enrollment in or completion of Pre-Calculus, or by permission of current science teacher. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**Electives****52525 AP Biology and Recitation****1.5 Credits****Grades 11-12**

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. *Prerequisites:* Successful completion of Biology I and Chemistry I (Meets for 1.5 Blocks). *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52526 AP Chemistry and Recitation****1.5 Credits****Grades 11-12**

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, introduction to organic chemicals, analytical methods, thermochemistry, and chemical kinetics and equilibrium. Students will take the AP Chemistry Exam in May. *Prerequisite:* Successful completion of Algebra II & Chemistry I or Chemistry I Honors\* (Meets for 1.5 Blocks). *Primary Graduate Expectations:* Effective Communication, Creativity and Curiosity; Critical Thinking & Problem Solving.

**52554 AP Environmental Science****1.0 Credit Grade 11-12**

Students will study the interrelated parts and connections between earth systems and human impact upon them through laboratory exercises, modeling, debate and independent research. National and local environmental policy, planning, and impact are also explored in depth. Students will study these and other topics in order to prepare for the Advanced Placement exam in May. *Prerequisites:* Successful completion of Algebra II & Chemistry I or Chemistry I Honors or Physics I or Physics I Honors. *Primary Graduate Expectations:* Effective Communication, Creativity and Curiosity; Critical Thinking & Problem Solving

**52552 Food Science****1.0 Credit Grades 10-12:**

Food science is a 'test kitchen' where we learn the science behind cooking food. We conduct experiments to analyze the role ingredients have in a recipe in the attempt to cook the best cookies, tortillas, cakes, meats, etc. We study the science behind making salsa, jam, bread, yogurt and cider to name a few examples. We also maintain and harvest the school gardens and grow plants in the greenhouse. We also tap maple trees to make maple syrup in the spring. *Prerequisite:* 10th-11th graders should be concurrently enrolled in Biology, Chemistry or Physics. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication

**52533 Human Anatomy and Physiology****1.0 Credit****Grades 10-12**

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 wish to learn how their bodies work or are interested in pursuing careers in the health field after graduation. Topics studied will include the following systems: integumentary (skin), skeletal, muscular, digestive, nervous, cardiovascular, endocrine, and reproductive. Four optional dissections aid in our discovery of the human body. *Prerequisites:*

Successful completion of a Biology 1 or Honors Biology 1 course or by permission of current science teacher. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

**52551 Marine Biology and Oceanography**

**1.0 Credit**

**Grades 10-12**

This course aims to provide students with an appreciation and basic working knowledge of our oceans and marine life. The course will focus on both the living and nonliving components in our oceans that contribute to the diverse ecosystems and abundant resources under the sea! In addition to natural ocean phenomenon such as currents, waves, plate tectonics, island formation, species diversity and weather, human impacts like pollution, over exploitation of fishing /whaling practices, climate change, and possible career fields will be studied. Demonstrations, labs, videos, and group projects will enhance learning from classroom lectures, articles, and group discussions. *Prerequisite:* 10<sup>th</sup>-11<sup>th</sup> graders should be concurrently enrolled in Chemistry or Physics. *Primary Graduate Expectations:* Critical Thinking and Problem Solving; Effective Communication.

**52540 Principles of Engineering I**

**0.5 Elective Credit**

**Grades 9-12**

In this semester course, students will explore the four areas of technology education; communications, construction, manufacturing, and transportation and power technologies. During this activity-driven course, students will use the engineering design cycle to create solutions to a variety of STEAM assignments. All design challenges will help develop the students' ability to analyze, use logical reasoning, and problem solve. Concepts of power, force, velocity, acceleration, and speed will be covered. Recent class projects have included building rockets, catapults, aerodynamic dragsters, simple machines and balsa bridges and creating promotional graphics, claymation videos. Class will involve note taking, researching, quizzes and tests, but will focus heavily on hands-on projects with a strong emphasis of the importance of safety in the labs. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication; Curiosity & Creativity.

**52541 Principles of Engineering II**

**1.0 Credit**

**Grades 10-12**

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 Recent design challenges have included constructing parachutes, planes, maglev vehicles, electric terrain vehicles, boats, cutting boards, wooden pens and designing single color screen printing, promotional brochures, architectural layouts, and exploring alternative energy sources (wind, solar, hydro). Class will involve note taking, research, quizzes and tests, but will focus heavily on hands-on projects. *Advanced Principles of Engineering II is for highly motivated students who are ready and willing to work at a faster pace. Prerequisite:* C or higher in Principles of Engineering. This course is eligible for 1.0 Science credit. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication; Curiosity & Creativity.

**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 BHS 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.*

| GRADE        | COURSES (Level 2 required)  |
|--------------|---|
| 9-12 Courses | French 1, 1.5 2, 3, 4, 5<br>AP French<br>Spanish 1, 1.5, 2, 3, 4, 5<br>AP Spanish<br>Latin 1, 2, 3, 4<br>German 1, 2, 3, 4<br>Chinese 1, 2, 3 |

***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 BHS. 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.

## COURSE OFFERINGS

*Please note: Some World Language asses may not be offered, or may be combined or offered in a different configuration, depending on enrollment.*

### FRENCH

#### 52200 French 1

1.0 Credit

Grades 9-12

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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

#### 52202 French 2

1.0 Credit

Grades 9-12

This course is designed for students who successfully completed level 1 and/or achieved the necessary scoring on the placement exam. Content topics of French 1 are explored in depth. New vocabulary is introduced through authentic and cultural readings. The focus of the texts is the French-speaking world. Cultural behaviors and practices throughout the French-speaking world are studied and discussed. New grammar is practiced regularly in order to improve sentence structure. Conversational skills and practical vocabulary are used daily in class activities. Progress is assessed throughout the year. *Prerequisite:* B- or higher in French 1 and/or recommendation of middle/high school French 1 teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

#### 52203 French 3

1.0 Credit

Grades 9-12

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/language trip to France. *Prerequisites:* B- or higher in French 2, successful completion of French 2 final exam and/or French 2 teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

#### 52204 French 4

1.0 Credit

Grades 10-12

Students may elect to continue their study of French language and French culture through this course, which continues to foster the enhancement of communication skills through expanding upon the foundations for verbal, listening and writing skills laid in previous French courses. The curriculum focuses on reading, writing, listening and speaking French in class with peers/teacher and understanding the culture. This will be done by incorporating different strategies in which you will be expected to participate: writing activities, creating projects, and engaging in the target language through music and videos/film. *Prerequisite:* B- or higher in French 3 and/or recommendation of French 3 teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

#### 52205 French 5 Honors

1.0 Credit

Grades 11-12

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 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- or higher in French 4 and/or recommendation of French 4 teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

#### 52206 AP French

1.0 Credit

Grade 12

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, interpret, and summarize information and ideas. The course is entirely conducted in French. Students may 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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

## SPANISH

### 52220 Spanish 1

1.0 Credit

Grade 9-12

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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### 52222 Spanish 2

1.0 Credit

Grades 9-12

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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### 52223 Spanish 3

1.0 Credit

Grades 9-12

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 and successful completion of Spanish 2 final exam and/or recommendation of Spanish 2 teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### 52224 Spanish 4

1.0 Credit

Grades 10-12

Students may elect to continue their study of the Spanish language and Hispanic culture through this course which fosters the enhancement of communication skills through expanding content and higher expectations. The course is conducted almost entirely in Spanish. 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 Spanish teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### 52225 Spanish 5 Honors

1.0 Credit

Grades 11-12

In this course, students have intensive exposure to wide ranging and demanding content 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. *Prerequisite:* B- or higher in Spanish 4 and/or recommendation of Spanish teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### 52226 AP Spanish

1.0 Credit

Grade 12

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. *Prerequisite:* B- or higher in Spanish 5 and/or recommendation of Spanish teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### **52207 French 1.5 / 52221 Spanish 1.5**

**1.0 Credit**

**Grades 9-12**

This course is designed for students who successfully completed the program of study of French or Spanish at the Middle School. In this course students will build on the linguistic and cultural foundation established at the Middle School. In this level of French and Spanish, content topics of level 1 are reviewed and explored in more depth and new language skills are being introduced. Cultural behaviors are studied and practiced. Students engage in conversation and begin to understand and interpret written and spoken language on a variety of topics. Students present information to an audience of listeners and readers on a variety of topics. *Prerequisite:* Successful completion of course proficiencies at the Middle School.

## **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 relevance of studying classics so that a student can integrate other studies of art, history, and mythology with the classical world. The National Latin Exam and the Medusa Mythology Exam are available for all Latin students at all levels. Travel opportunities include spring trips to Italy and Greece (every other year) and excursions to museums in Boston.

### **52231 Latin I**

**1.0 Credit**

**Grades 9-12**

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 AD. The year will focus on Pompeii, the city buried by Mt. Vesuvius in A.D. 79. 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, *L. 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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### **52232 Latin II**

**1.0 Credit**

**Grades 10-12**

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 Foreign Languages. *Prerequisite:* Completion Latin I. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### **52233 Latin III**

**1.0 Credit**

**Grades 11-12**

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 a knowledge of the mythology connected with Rome's foundation. The student will work on mastery of the language by acquisition and understanding of advanced grammar and reading Latin in the original. *Prerequisite:* Completion Latin II and/or recommendation of Latin teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

### **52234 Latin IV Honors**

**1.0 Credit**

**Grade 12**

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:* B- or higher in Latin III and/or recommendation of Latin teacher. *This class may be offered depending on sufficient enrollment or on an every other year basis with AP Vergil.* *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

## **GERMAN**

### **52241 German 1**

**1.0 Credit**

**Grades 9-12**

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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52242 German 2**

**1.0 Credit**

**Grades 10-12**

This course is designed for students who have successfully completed German 1. Content topics of German I are explored in more depth. The topics 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 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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52243 German 3**

**1.0 Credit**

**Grades 11-12**

In this course, 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, healthcare 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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52245 German 4 Honors**

**1.0 Credit**

**Grade 12**

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 Brothers 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 teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**CHINESE**

**52251 Chinese 1**

**1.0 Credit**

**Grades 9-12**

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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52252 Chinese 2**

**1.0 Credit**

**Grades 10-12**

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 teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52253 Chinese 3****1.0 Credit****Grades 11-12**

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. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52254 Chinese 4 Honors****1.0 Credit****Grade 12**

Students in Chinese 4 continue to improve skills learned in previous levels. More emphasis is on reading and writing in Chinese characters, along with oral proficiency skills. Content topics of Chinese 1, 2 and 3 are explored in more depth. The main goals of this course are to expand students' language skills while further consolidating the knowledge they have learned in the previous courses. Upon successful completion of the course, students will have learned the fundamentals of Chinese grammar and vocabulary. Cultural behaviors are studied and practiced. Authentic materials, intended for native speakers, are integrated into this course. *Prerequisite:* Chinese 3 or recommendation of the teacher. *Primary Graduate Expectations:* Effective Communication; Cross-Cultural Understanding & Civic Engagement.

**52270 Exploratory World Language****1.0 Credit****Grade 9-12**

This course is designed for students who are interested in exploring the cultures of the world languages offered at BHS. This course provides students with an introduction in English to the geography, the culture and to some history of the countries of the languages taught at BHS. The emphasis of the course is not so much on language acquisition but rather on the exploration of cultural topics. The objective of the course is for students to gain some cultural awareness. No prerequisite for this course.

**BURLINGTON TECHNICAL CENTER OFFERINGS**



**BTC Daytime Program of Studies  
2018-2019**

**Introduction**

Burlington Technical Center (BTC) provides students with the opportunity to explore careers and acquire skills in comprehensive technical programs of study. All students are supported in working toward individual goals through immersive, hands-on study with highly trained professional instructors, experts in their career fields, in state-of-the-art labs and classrooms, and through experiential learning opportunities. Our half-day programs are a unique opportunity for students to develop academic and technical knowledge and skills in a morning or afternoon session while attending classes at their sending high school. BTC offers two (2) one-year Tech Foundational Programs for students in grades 9 or 10, and eleven (11) two-year Technical Programs for students in grades 10 and 11. Students attend BTC daily in one session: morning (9:35-11:47 a.m.) or afternoon (12:09-2:21 p.m.).

**Freshman or sophomores** complete a Tech Foundational Program in one year. Each student who completes a Tech Foundational program will be awarded three high school credits. See Program descriptions for specific academic and elective credits awarded.

**Juniors and seniors** complete a Technical Program in two years. Each student who completes a technical program will be awarded six high school credits. See individual program descriptions for specific academic and elective credits awarded. In addition, many BTC programs offer students dual enrollment credits through agreements with colleges. BTC programs support students' **Personalized Learning Plan (PLP)** goals, offering **Flexible Pathways** to graduation, careers, and postsecondary education through high school credits, dual enrollment/college credits, internships and work-based learning opportunities (Co-op), and industry recognized credentials and/or licenses.

**High School Credits:**

BTC students earn core academic credits which are approved by the Vermont State Board of Education and meet state high school graduation requirements. Full details on credits are listed in each of the program descriptions below.

### **VT Proficiency-Based Graduation Requirements (PBGRs) :**

BTC is currently in the process of aligning PBGRs for all programs.

### **Dual Enrollment/College Credits:**

Many BTC programs offer students dual enrollment college credits (up to 17 credits) for free or at a significantly reduced rate within the program's integrated curriculum. Dual enrollment credits and the opportunity to build a college transcript with transferable credits are valuable for students pursuing postsecondary education goals. In addition to the two dual enrollment course vouchers (for up to 8 credits) that students receive from their sending high school, students may use two additional dual enrollment course vouchers (for up to 8 credits) at BTC (Fast Forward).

### **Professional Certifications:**

Many BTC programs offer pathways to earn professional certifications, industry-recognized credentials (IRCs) and/or licenses related to their technical fields as students build specialized and transferable skills.

### **Work-Based Learning and Cooperative Work Experience (Co-op):**

Students participate in Work-Based Learning experiences, and may be eligible for paid work (Co-op) positions across technical fields at BTC through partnerships with local businesses and organizations.

### **Career Technical Student Organizations (CTSOs):**

Students in BTC programs opt to participate in the National Technical Honor Society, HOSA, DECA, and/or SkillsUSA activities and competitions as they prepare for the workforce, higher education, and continued community involvement.

### **Interdisciplinary Studies:**

BTC offers students connections across fields and programs through working and collaborating with other students on challenging projects in program labs and classrooms, and in the makerspace.

**For additional information, updated news, photos, and videos, visit the BTC web site: [burlingtontech.org](http://burlingtontech.org)**

### **How to Apply / Admission Requirements:**

1. Visit the program of interest: BTC hosts a number of school visits (Open Labs) and an annual Open House; students may arrange an individual visit.

2. Prerequisites for Grades 11-12 Programs: Applicants must have a minimum of 10 high school credits, including 2 credits in math, science, social studies, and English by June, 2018 for 11th-12th grade programs of study, to be eligible for the 2018-2019 school year. (In addition, some programs have specific academic prerequisites.)

Prerequisites for Grade 9 or 10 Tech Foundational Programs:

FRESHMAN: Approval from sending school Guidance Director.

SOPHOMORE: 9th grade transcript showing award of 5 high school credits, including 1 math, 1 science, 1 English, 1 social studies

3. The application form must be completed and signed by the student, school counselor, advisor, and/or case manager (if applicable), and parent/guardian.

4. Submit application to your school counselor by March 16, 2018. School counselors will submit applications to BTC with transcript, attendance, and discipline records.

**School counselors** may forward applications to BTC in one of the following ways:

- Email scanned PDF to: [btcAdmissions@bsdvt.org](mailto:btcAdmissions@bsdvt.org)
- Mail to: 52 Institute Rd., Burlington, VT 05408
- Fax: 802-864-8521
- Arrange pickups at your school by calling BTC at: 802-864-8426

### **How do I get from my school to BTC?**

Round trip busing from your sending school is provided. For Burlington High School students, just walk into A or F building.

### **BTC provides academic support for students' learning needs:**

Academic Counseling:

- Personalized Learning Plan (PLP) and Flexible Pathways integration
- Dual enrollment college credits

- Professional certification pathways
- Work-based learning and robust internship opportunities

**ELL Support Services** : BTC offers ELL students in and out-of-class support, guided study labs, differentiated curriculum, and individualized learning strategies to support academic achievement and goals across programs.

## **BTC Program of Studies: 2018 - 2019:**

### **Descriptions and Course Listings**

#### **Tech Foundational Programs (Grade 9 or 10):**

Tech Foundational Programs are a viable option for **Flexible Pathways to HS graduation:**

- as a year-long opportunity for students to navigate through personalized learning plan goals.
- as a means to incorporate evidence of proficiencies outside the traditional high school classroom environment.
- as an opportunity to frontload proficiency in skills which are integral to grades 11-12 technical center programs of study.
- as a means to provide evidences to support proficiency based graduation requirements
- as an early opportunity to participate in work-based learning experiences, earn certifications, and plan for Dual Enrollment options during high school.

#### **Design Tech (Digital Media, Design and Illustration, Programming and Computer Science) - 4769 (Freshman or Sophomore Program)**

**HS Credits for 1 Year Program:** 1.0 Science Credit and 2.0 Elective Credits **VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Tech Foundational Programs. Students attend the one-year Design Tech Foundational program at BTC Monday through Friday in either the morning (9:35-11:47 a.m.) or afternoon (12:09-2:21 p.m.) session. Design Tech is designed to prepare students for the following technology cluster of grade 11-12 Programs of Study at BTC: Programming and Computer Science, Digital Media Lab, and Design and Illustration.

This program is designed to provide 9th and 10th grade students with a unique experience in a collaborative makerspace environment where they explore technology, innovation, and entrepreneurship. Students progress through multiple modules in Technology & Application of Science including: Structural and Mechanical Design/ Fabrication, Information Technology, Web & Digital Communications, and Visual Art. Each module consists of a variety of projects that are designed to help students develop their knowledge of 2D and 3D design, rapid prototyping, communication, problem solving, data analysis, and critical thinking skills. Throughout this course, students have access to a variety of resources including traditional hand tools, power tools, and computer controlled equipment such as a vinyl cutter, 3D printers, CNC routers, and a laser cutter. In addition, they will be introduced to mechatronics through the design and fabrication of a computer (Arduino) controlled mechanical system. This program can advance student preparation for 11th and 12th grade tech programs as well as employment in the trades and introductory college courses in engineering and design.

#### **Prerequisites/Recommended Skills:**

Students should be at an 8th grade reading level, be able to perform basic math (addition, subtraction, multiplication, division) and to take measurements using fractions, decimals, and percentages. An innate interest in making things and working with their hands, a curiosity about how things work, and a drive to solve problems are also highly recommended.

#### **Health, Hospitality, and Human Services Tech (Health Science Academy, Culinary Arts/Professional Foods, Human Services) - 4770 (Freshman or Sophomore Program)**

**HS Credits for 1 Year Program:** 1.0 Science Credit and 2.0 Elective Credits

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Tech Foundational Programs.

#### **Industry Recognized Certifications** : CPR/First Aid

Students attend the one-year Health, Hospitality, and Human Services Tech Foundational program at BTC Monday through Friday in the morning (9:35-11:47 a.m.) or afternoon (12:09-2:21 p.m.) session. This program is designed to prepare students for the following technology cluster of grade 11-12 Programs of Study at BTC: Health Sciences Academy, Culinary Arts/Professional Foods, and Human Services. The Health, Hospitality, and Human Services Tech Foundational program will offer 9th and 10th grade students hands-on-learning, group projects and real world experiences as they explore several exciting and rapidly growing fields. Students will progress through projects incorporating Health Sciences, Hospitality/Culinary Arts, and Human Services concepts and foundational skills. This program is designed for students who want to explore: creativity and innovation, working on a team, participating in community service, working with people of all ages and backgrounds, caring for people and animals, learning about other cultures, how

to respond quickly and calmly in emergencies, and how sciences apply to the community. Students will build knowledge and skills in Human Development, Nutrition, CPR/First Aid, creating business plans, entrepreneurship, workplace skills, presentation, and research.

**Prerequisites/Recommended Skills:**

Students should be at an 8th grade reading level, be able to perform basic math (addition, subtraction, multiplication, division) and to take measurements using fractions, decimals, and percentages. Students should also have an interest in the human body and behavior and be willing to work with others.

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**Technical Programs (Grades 11-12):**

Students attend two-year Technical Programs at BTC Monday through Friday in either the morning (9:35-11:47 a.m.) or afternoon (12:09-2:21 p.m.) session.

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**Auto Body Repair 1- 4826**

**Auto Body Repair II - 4827**

**HS Credits for 2 Year Program**

Year 1 - 3.0 Elective Credits

Year 2 - 2.0 Elective Credits and 1.0 Science Credit

**VT Proficiency-Based Graduation Requirements (PBGRs) :** BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** S/P2 Collision Repair Safety

**Articulation Agreement:** Lincoln Technical Institute Students in this program will acquire the knowledge and skills to repair and refinish vehicles with a hands-on, minds-on approach. Using lessons and vocabulary learned in the classroom, students will apply research and problem solving skills in a scientific way to diagnose and repair vehicles, keep up with technological changes, as well as work independently and as a team. Units of study include: safety, hand and power tool identification and use, measuring, fasteners and materials, non-structural repairs, refinishing, and estimating. Successful students either enter the workforce directly or continue to post-secondary education and trade schools.

**Prerequisites/Recommended Skills:**

Algebra and reading at grade level for industry tests and manuals. Students who succeed in this program have a high attention to detail, a strong work ethic, and good hand/eye coordination.

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**Automotive Science and Technology I - 4822**

**Automotive Science and Technology II - 4823**

**HS Credits for 2 Year Program**

Year 1 - 3.0 Elective Credits

Year 2 - 2.0 Elective Credits and 1.0 Science Credit

**VT Proficiency-Based Graduation Requirements (PBGRs) :** BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** SP2: Mechanical Safety, Mechanical Pollution, Prevention, Ethics and you in the Automotive Industry, Land That Job: Interview Skills for Automotive Students; ASE: Automotive Service E-Learning

**College Credit:** Qualified students can earn guaranteed admission status and up to six college credits in the General Motors-Automotive Associate's Degree Program at New Hampshire, Technical College (Laconia), six college credits at University of Northwestern Ohio, and advanced standing and four credits at New England Institute of Technology. Automotive Science and Technology is a two-year program that meets for just over two hours per day, five days per week. The rigorous curriculum is designed to prepare students for college and/or career opportunities. Common Core and National Science standards are an integral part of the automotive curriculum; subsequently, students study scientific principles as they're applied to the design, operation and service of a modern automobile. Students will learn how engines work, troubleshoot common engine problems and fuel system issues, analyze and complete vehicle manufacture repair algorithms. Students disassemble a modern vehicle engine, use micrometers, dial indicators to measure engine components, build and test electrical circuits, complete basic vehicle maintenance procedures and operate machinery associated with lifting a car, changing / balancing wheels and performing wheel alignments. While a large percentage of graduates pursue further education and careers associated with the automotive industry, others have utilized the electro-mechanical knowledge and skills acquired in the program to begin successful careers in related areas such as: electrical/mechanical engineering, heating/ventilating, plumbing, industrial refrigeration and heavy equipment. Following graduation, 80% of the students continue on to postsecondary education, including schools associated with vehicle manufacturers such as General Motors Automotive Education Program (GM ASEP), 15% go into the workforce with opportunities for advanced training and 5% enter the military. Students have been accepted to the following schools: American International College, Carleton University, Champlain College, Franklin Pierce College,

Vermont Technical College, Mount Hood Community College, New England Institute of Technology, New Hampshire Technical College, Stonehill College, University of Northwestern Ohio, University of Vermont.

**Prerequisites/Recommended Skills:**

Algebra and reading/writing at grade level for industry tests and manuals. Students who succeed in this program have a high attention to detail, a strong work ethic, and are capable of working both independently and as part of a team.

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**Aviation and Aerospace Technology I - 4834**

**Aviation and Aerospace Technology II - 4835**

**HS Credits for 2 Year Program:**

Year 1 - 3.0 Elective Credits

Year 2 - 1.0 Elective Credit, 1.0 Science Credit, and 1.0 Math Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** Airframe & Powerplant (A&P)

**Articulation Agreements:** The American Council on Education (ACE) will award up to 67 college credits for students earning their Airframe & Powerplant License (A&P).

This program is a highly technical and multidisciplinary curriculum that teaches students not only how aircraft work, but how to troubleshoot, inspect and maintain those aircraft. Units review everything from the basics like math and physics to more specific subjects like corrosion control, aircraft hardware and flight surfaces, and even FAA rules and regulations. This program blends classroom theory with plenty of hands on practical experience in order to prepare students for a future in aviation. Students disassemble and reassemble piston and turbine engines, learn about hand tools and how to properly use them, learn to weld and even how to start up and run an aircraft. The graduates from the BTC Aviation and Aerospace Technology program have the option of attending our satellite facility at the Burlington airport to continue their training and obtain their A&P Certificate (Airframe and Powerplant Mechanic Certificate). Students completing the program can find jobs in almost any part of the U.S. Some aviation students have continued on to college and/or to flight school. Others have joined the armed services to become aircraft mechanics.

**Prerequisites/Recommended Skills:**

Proficiency in Algebra, Trigonometry and Geometry.

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**Criminal Justice I - 4850**

**Criminal Justice II - 4851**

**HS Credits for 2 Year Program:**

Year 1 - 3.0 Elective Credits

Year 2 - 2.0 Elective Credits and 1.0 Social Studies Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** Boater Safety Certification, NIMS certifications

This program provides students with an introduction into careers in a variety of fields related to criminal justice, corrections, homeland security, juvenile justice, rehabilitation services and victim advocacy, and law . Units of study include: the history of law enforcement, the court system, juvenile law, ethics, criminal law, criminal procedures, interview and interrogation, defensive tactics, criminal investigation, corrections, forensics and investigation (to include evidence identification, collection and analysis). Field trips, guest speakers, and the use of industry-specific equipment and simulated crime scene investigations involving guest experts allow students to study modern techniques and procedures in real world scenarios using industry-standard equipment are some of the practical experiences provided that enhance classroom learning and are an integral part of the curriculum. Hands-on learning is an important part of the program, with students directly engaged in learning, preparing, practicing, and demonstrating their knowledge and skills in criminal justice and law. Approximately 50% of students who complete this program go to successfully perform in college/university, and 40% enter the military and perform to exemplary standards.

**Prerequisites/Recommended Skills:**

Strong English skills required for extensive research, organization, and writing. Basic computer and software proficiency (Microsoft and Google products).

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**Culinary Arts / Professional Foods I - 4772**

**Culinary Arts / Professional Foods II - 4773**

**HS Credits for 2 Year Program:**

Year 1 - 3.0 Elective Credits



Year 2 - 2.0 Elective Credits and 1.0 Science Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** ServSafe Food Handler, ServSafe Food Manager

This program encompasses many aspects of the foodservice industry, including practicing and mastering essential safety and sanitation standards, cooking and baking methods, menu and recipe development, nutrition, global cuisine, restaurant management, entrepreneurship, table service and employability skills such as time management, communication and reliability. Students incorporate skills into running a full service restaurant as well as fulfilling requests for special events and baked goods. Also included within this program are career readiness and exploration of many different types of culinary related jobs such as food stylist, banquet chef, pastry chef, food scientist, food journalist, food sales and marketing, just to name a few. Successful students either enter the workforce directly, or continue to post-secondary education in culinary arts programs (such as New England Culinary Institute, Johnson and Wales University, and the Culinary Institute of America).

**Prerequisites/Recommended Skills:**

Strong math and reading skills are recommended for culinary arts for successfully completing recipes, formulas, and for accurate measurement and conversions.

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**Design and Illustration I - 4750**

**Design and Illustration II - 4752**

**HS Credits for 2 Year Program:**

Year 1 - 3.0 Elective Credits

Year 2 - 2.0 Elective Credits and 1.0 Art Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** Adobe Photoshop, Illustrator, InDesign

This program is for students prepared to be challenged to expand their expertise in the visual arts. Students have the opportunity to build skills in traditional and digital media, with a focus on building a portfolio. Students will be exposed to many different forms of art, from the foundation of observational drawing to photography and graphic design—using Macintosh computers, the Adobe Creative Cloud, DSLR cameras, and Wacom drawing tablets. Units of study include figure drawing from life, photographing indoor and outdoor themes, designing logos, greeting cards, and magazine articles, and illustrating. Successful students attend prestigious art schools and liberal arts schools, often earning scholarships for their portfolios. Some students work at apprenticeships or enter the workforce directly. In recent years students have been accepted to Maine College of Art, MassArt, Savannah College of Art and Design, Rhode Island School of Design, Parsons, and the School of Museum of Fine Arts.

**Prerequisites/Recommended Skills:**

Art 1, examples of 5-10 pieces of artwork to be shared at required interview, 9th grade reading level.

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**Digital Media Lab I - 4767**

**Digital Media Lab II - 4768**

**HS Credits for 2 Year Program:**

Year 1 - 3.0 Elective Credits

Year 2 - 2.0 Elective Credits and 1.0 Science Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Dual Enrollment/College Credit:** CCV: Intro to Filmmaking (3.0 credits), Intro to Technology in Music (3.0 credits)

**Industry Recognized Certifications:** Adobe Photoshop, Premiere Pro

This program provides an introduction to digital media production with a focus on electronic music, podcasting, digital video, graphic design, VFX, photography, and emerging media (examples include animation, VR, apps for mobile devices and game design). The classroom environment provides a mix of drama, art, music, and technology. Students in this program engage in projects ranging from filmmaking to sampling music and ambient sound to syncing kinetic type to music and designing digital FX for an action sequence. DML is a project-based learning structure, where students work both independently and in groups on a variety of media projects. Students attend universities and colleges to pursue degrees in Filmmaking, Music Production, Digital Media, and Graphic Design (Motion Graphics).

**Prerequisites/Recommended Skills:**

9th grade reading level, interview with instructor. Experience with technology strongly recommended for this program.

### **Health Sciences Academy I - 4780**

### **Health Sciences Academy II - 4782**

#### **HS Credits for 2 Year Program:**

**Year 1** - 2.5 Elective Credits and .5 Human Growth and Development (Social Studies) Credit

**Year 2** - 2.0 Elective Credits and 1.0 Anatomy & Physiology (Science) Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** American Red Cross Certifications in: Adult, Infant and Child CPR, Automated External Defibrillator, First Aid and Bloodborne Pathogens

**Dual Enrollment/College Credit:** VTC: Anatomy and Physiology I (4.0 credits), Anatomy and Physiology II (4.0 credits), Human Growth and Development (3.0 credits), Nutrition (3.0 credits); CCV: Human Biology (3.0 credits), Medical Terminology (3.0 credits) This program immerses students in rigorous academics (anatomy and physiology, medical terminology, human growth and development, microbiology and nutrition), practical applications (medical assessment techniques, such as vital signs, reflex testing, goniometry, electrocardiography, diagnostic lab testing ), and experiential learning (including dissections, job-shadowing, simulated job interviews). Students perform research and develop presentations to explore their specific areas of interest. Students are provided with guidance in the college application process and will also complete a workplace skills unit, geared to careers in health care, including job applications, resumes, cover letters, and interviews. 95+% of our students go on to rigorous college programs such as Cornell University, Brown University, Northeastern University, University of Vermont, and have successfully earned degrees as health care professionals in a variety of fields.

#### **Prerequisites/Recommended Skills:**

One year of high school biology is required for this program. Students are also recommended to have an 11th grade reading level, and a strong grasp of arithmetic.

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### **Human Services I - 4776**

### **Human Services II - 4777**

#### **HS Credits for 2 Year Program:**

**Year 1** - 3.0 Elective Credits

**Year 2** - 2.0 Elective Credits and 1.0 Social Studies Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** American Red Cross First Aid, CPR & Automated External Defibrillator Certification for infant, child and adult; First Aid Bloodborne Pathogens

**Dual Enrollment/College Credit:** CCV: (12 credits) Introduction to Early Childhood Education, Curriculum Development for Early Childhood Education, and Communication in the Early Childhood Education & Afterschool Workplace

This program provides the foundational knowledge and skills needed to work with a diverse group of people in entry level professions such as mental health, community development, respite and health organizations, and education. The study of human growth and development sets the framework for discoveries, discussions, and presentations of various topics (such as human behavior, brain development, and developmental psychology). Students sharpen their interpersonal communication skills, reflect on and assess human behavior in a variety of settings, and have opportunities to develop projects that make a difference in their communities. Students participate in work-based learning by partnering with industry professionals and through working in community agencies and organizations. Students have the opportunity to work with preschool children in our on-site preschool classroom. Most of our students go on to colleges/universities to pursue degrees in psychology, education, social work. Other students go directly into the workforce related to our program of study.

#### **Prerequisites/Recommended Skills:**

8th Grade reading level and recommended experience using Google and Microsoft Office applications.

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### **Programming and Computer Science I - 4765**

### **Programming and Computer Science II - 4766**

#### **HS Credits for 2 Year Program:**

**Year 1** - 3.0 Elective Credits

**Year 2** - 2.0 Elective Credits and 1.0 Science Credit

**VT Proficiency-Based Graduation Requirements (PBGRs)** : BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Dual Enrollment/College Credit:** CCV: Intro to Python Programming (3.0 credits)

This program provides students with foundational programming skills applicable to almost any programming language with an emphasis on Python, JavaScript, and C. Students will learn how to apply mathematics and analytics to solve complex problems to build solutions with digital tools and explore computational thinking and design processes. Through hands-on instruction, students will program applications for mobile technology, work on projects in programmable electronics and robotics, and apply skills and knowledge to create solutions on interdisciplinary projects. Students completing this program continue their studies in Computer Science related fields such as: Systems Architecture, Programming, and Software development, or enter into entry level jobs in microchip or computer manufacturing.

**Prerequisites/Recommended Skills:**

Proficiency in problem solving and analytical thinking skills, and recommended experience with basic to Algebra level math.

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**Welding and Metal Fabrication I - 4832**

**Welding and Metal Fabrication II - 4833**

**HS Credits for 2 Year Program:**

Year 1 - 3.0 Elective Credits

Year 2 - 2.0 Elective Credits and 1.0 Math Credit

**VT Proficiency-Based Graduation Requirements (PBGRs) :** BTC is currently in the process of aligning PBGRs for Grade 11-12 Programs.

**Industry Recognized Certifications:** American Welding Society (AWS) Structural Welder SMAW 3G 1" Plate, SP/2 safety certification  
In this program students will learn the fundamentals of Mig welding, Tig welding, stick welding, and other cutting-edge welding processes. Students will have opportunities to apply academic and technical skills in welding and metal fabrication and demonstrate creativity and innovation through individualized projects and practice. Students learn how to use SolidWorks to design and Plasma Cam to cut individual projects which can be fabricated and welded in the shop. Qualified students will have the opportunity to obtain industry approved welding certifications and participate in work-based learning opportunities and co-op placements with instructor approval. Students who have successfully completed the program are able to immediately enter the job market (Hazelett's, Fab-Tech, PG Adams, Blodgett Oven). Students have also gone onto further their education in programs at Lincoln Technical Institute and Advance Welding Institute.

**.Prerequisites/Recommended Skills:** Successful students entering the program will have mathematics coursework in pre-algebra or geometry, and 10th grade level reading skills.

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**Work-Based Learning (Co-op):**

Work-Based Learning is an extension of our technical programs, which enables students to develop both their technical and general employability skills, and may include supervised, planned work experiences with area employers. Work-Based Learning experiences include career exploration, unpaid short-term internships, job shadows, informational interviews, and Cooperative Career Employment (long-term salaried positions).

Our 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 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.

Work-Based Learning 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. Work-Based Learning may be paid or unpaid, during class or after school, limited or long term. The 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 .5 credit per semester, with a possible maximum of 2 credits. All students who are enrolled in a technical program are eligible for Work-Based Learning services. It is BTC's belief that WBL is an integral part of every program and our goal is to provide every student with experiences and support. For more information about Work-Based Learning, contact Jane Donahue Davis, at 802-846-8427.

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**Career Technical Student Organizations (CTSOs)**

**DECA (Distributive Education Clubs of America)**

DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management in high schools and colleges around the globe. Students practice key leadership skills such as goal setting, consensus building, and project management. Through the BTC Culinary/Professional Foods program, students have the opportunity to participate in DECA activities

and competitions.

### **HOSA (Health Occupations Student Organization)**

HOSA provides a unique program of leadership development, motivation, and recognition exclusively for secondary students enrolled in health science education and biomedical science programs or have interests in pursuing careers in health professions. HOSA is an international student organization recognized by the U.S. Department of Education and the Health Science Education (HSE) Division of ACTE. HOSA's two-fold mission is to promote career opportunities in the healthcare industry and to enhance the delivery of quality health care to all people. Through the BTC Health Sciences Academy, students have the opportunity to participate in HOSA state and national level competitions.

### **National Technical Honor Society**

The National Technical Honor Society currently serves approximately 100,000 active members and nearly a million members since its inception in 1984. Awarding over \$1.7 million in scholarships to date, NTHS honors the achievements of top CTE students, provides scholarships to encourage the pursuit of higher education, and cultivates excellence in today's highly competitive, skilled workforce. For over 30 years, NTHS has been the acknowledged leader in the recognition of outstanding student achievement in career and technical education. BTC students have the opportunity to be inducted into the NTHS to honor student achievement and leadership in career technical education.

### **SkillsUSA**

SkillsUSA is a national career and technical student organization for any student in technical programs . A vital solution to the growing skills gap, SkillsUSA improves the quality of America's skilled workforce through a framework of personal, workplace and technical skills grounded in academics. SkillsUSA enhances the lives and careers of students, instructors and industry representatives as they strive to prepare students for the workforce, higher education and continued community involvement. Students may have the option to participate in State SkillsUSA competitions in BTC programs. State winners move on to the National Competition.

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### **Equal Opportunity Statement**

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Burlington School District are hereby notified that it is the intent of the Burlington Board of School Commissioners that the District will not discriminate against employees and/or applicants for employment, students or other designated beneficiaries of the statutes listed below on the basis of race, sex, gender (including but not limited to pregnancy and parental status), color, age, creed, religion, disability, handicap, ancestry, place of birth, national origin, marital status, political affiliation, sexual orientation, gender identity or gender expression in any of its employment and education practices, policies, procedures or decisions or in the operation of, access to, participation in, benefit of or admission to its programs, activities, services and facilities and that it will provide equal access to the Boy Scouts of America and other designated youth groups in compliance with and to the extent provided by the laws listed below. The District's Title VI Coordinator, the Age Discrimination Act Coordinator and Americans with Disabilities Act Coordinator for employees and others: Nikki Fuller, Human Resources Director, Burlington School District (802) 864-2159 ; 1-800-253-0191 TDD; The District's Title IX Coordinator for employees, students, parents and other such relatives, friends, guest speakers or visitors: Rich Cormier, Labor and Relations Manager, Burlington School District (802) 864-2159 ; 1-800-253-0191 TDD; The District's Americans with Disabilities Act Coordinator for students and §504 Coordinator: Director of Special Services of the Burlington School District (802) 864-2159 ; 1-800-253-0191 TDD

**Burlington Technical Center - 52 Institute Road, Burlington, VT 05408**

802-864-8426-phone 802-864-8521-fax [burlingtontech.org](http://burlingtontech.org)

## **CENTER FOR TECHNOLOGY AT ESSEX**

The Center for Technology, Essex provides comprehensive technical programs for all students which include career exploration, preparation and technical literacy in a respectful learning environment. All students will be afforded the opportunity to acquire skills necessary to reach their individual goals.

**The Center for Technology, Essex strives to offer every student who is committed to technical education:**

- A progressive vision driven by exemplary performance reflected by its staff, curricula and learning environments
- Qualified and caring instructors capable of developing a student's academic and technical knowledge and the application of these skills relevant to both employment and continuing education
- Opportunities to participate in leadership activities which will assist students in achieving both a sense of self-worth and community
- Pathways leading to further education, certifications, and viable careers through active partnerships with industry
- A safe, positive, and enriching environment within the classroom, laboratory, and business community which fosters creativity, individual achievement and promotes the students' abilities to succeed with imagination and discrimination

Visit our web site [www.gocte.org](http://www.gocte.org) for more details and photos.

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. Students attend CTE daily, from 9:40 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, many students take separate academic courses (e.g. algebra, chemistry) at CTE, Essex High School, or a local college to meet graduation or college entry requirements. Our schedule allows flexibility for serious students.

The primary objective of our CTE programming is to provide each student with specific knowledge, skills, and theory to enable him/her to either obtain employment upon completion of the program and/or to pursue post-secondary education. All eligible students participate in a "Career Work Experience" (internship) related to their technical field during their program 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 qualify for dual enrollment credits that award eligible students college credit for their CTE program. These agreements include college transcripts and transferable credit. CTE students in all programs are also offered the opportunity to take college courses for free or at a reduced rate at area colleges.

**Admission Requirements:**

- 1) visit the program
- 2) submit a complete application with transcript, attendance and discipline records attached by March 1 deadline
- 3) attend Step-Up Day
- 4) documentation indicates a minimum of 10 high school credits (including 2 credits each in math, science, social studies and English) by June  
*\*our Pre Tech Exploration program has separate credit entrance requirements*
- 5) good attendance (no more than 15 absences, unless there are extenuating circumstances)
- 6) ability to work both independently and in group situations
- 7) ability and willingness to follow safety instructions
- 8) respect for self, others, the environment, the learning process, and the CTE worker traits.

**CENTER for TECHNOLOGY: PROGRAM OF STUDIES 2015-2016 (2016-17)**

**Helpful Terms:**

- **Embedded credits:** Core academic credits in Math, Science, Social Studies, or English that are approved by the Vermont State Board of Education and meet state required high school graduation requirements. These credits are awarded based upon the rigor and connection of content in the program area to the core academic discipline.
- **Integrated credits:** Core academic credits in Math, Science, Social Studies, or English that are taught by licensed academic instructors who teach directly in the CTE program.
- **Recommended Reading Level:** This measure is provided as a guideline to indicate the demands of the text used in our CTE programs. Many of our programs have highly technical text demands. This measure is **not** an entrance requirement. This information is included in the Program of Studies to inform students, families, and sending schools about the difficulty of typical text in our programs and to maximize the likelihood for student success. Support services are offered to all CTE students.

**Please note: Burlington High School students may only enroll in Center for Technology, Essex courses if they are not offered at the Burlington Technical Center. The following courses are available only to BHS 11-12<sup>th</sup> grade students.**

### **BUILDING TECHNOLOGY: RESIDENTIAL**

In the Building Technology: Residential program, students will work in the shop, onsite in 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 or to 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 who are accredited by the State of Vermont.

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

**Co-Op Offered:** Qualified students may apply to participate in a second year co-op. **Recommended**

**Reading Level:** Grade 11-13

### **BUILDING TECHNOLOGY: SYSTEMS**

In the Building Technology: Systems program, students will have instruction and gain practical experience in electrical, plumbing/HVAC systems, timber framing and historic preservation, excavation and site layout, cabinet making and woodshop machines, and concrete. Successful students have the potential to find well-paid jobs in the field or to go on to further education in architecture and design, civil engineering, or construction management. In addition, some students may enroll in a licensed apprenticeship program for electricians or plumbers who are accredited by the State of Vermont.

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

**Co-Op Offered:** Qualified students may apply to participate in a second year co-op. **Recommended**

**Reading Level:** Grade 11-13+

### **COMPUTER ANIMATION AND WEB PAGE DESIGN I**

The Computer Animation and Web Page Design Program is designed for students interested in the combination of art and technology. Through the program students acquire media skills for 21<sup>st</sup> century careers. The Computer Animation component takes advantage of state-of-the-art 2D and 3D digital computer hardware and software used in media such as Pixar films and games. Learn how to bring your ideas to reality, from characters to landscapes, to animation and special effects. This CTE program also offers specific elements of game design. In the web design component students study a number of different design mediums including XHTML, HTML5 and CSS: students add interactivity, image manipulation, logo and layout creation using Photoshop and Illustrator and create streaming/interactive content in Flash. Upon completion of the program, students have created an interactive online portfolio of their best work for application to higher education, internships or the workforce.

**Recommended Prerequisite(s):** Students must demonstrate creativity and interest in the combination of art and technology and the ability to work independently.

**H.S. Credits:** One integrated English credit, one embedded fine art credit, and four elective credits.

**Certification(s):** World Organization of Webmasters

**College Credits:** Dual enrollment agreement with CCV for up to six college credits. In addition, qualified students can earn up to nine more college credits at area colleges.

**Recommended Reading Level:** Grade 9-11+

### **COMPUTER ANIMATION AND WEB PAGE DESIGN II**

Students who successfully complete the Computer Animation and Web Design Page 1 program may apply to the second year program. Second year students will expand their knowledge of new media skills and work with clients on projects. The Computer Animation component of the second year consists of using 3D software to learn advanced poly modeling techniques, character development and modeling, unwrapping models to texture, and using digital painting to normal map. The Web design curriculum includes creating complex websites using HTML5 / CSS, employing JavaScript to develop web 2.0 technologies, and creating a content management system for clients using PHP and MySQL. Along with creating websites, students in the second year program will use state of the art cameras to take photographs for their web projects and create high definition videos to be hosted on the web. During the year, students work on developing a professional online portfolio, which can be used to apply to college or a job after graduation. In addition to the curriculum all students access a career work experience where they expand their skills while working with clients.

**Prerequisite:** Successful completion of Computer Animation and Web Design I program.

**H.S. Credits:** One integrated computer science credit, one embedded fine art credit, and four elective credits.

**Certification(s):** World Organization of Webmasters

**College Credits:** Same dual enrollment agreement with CCV as CAWD I. In addition, qualified students can earn up to three VTC credits in Honors English Composition and three credits at CCV in Drawing I.

## **COSMETOLOGY ARTS AND SCIENCES I**

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 learn through theory and practice the 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 important topics covered in this program. 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)

**Recommended Reading Level:** Grade 11-13+

## **COSMETOLOGY ARTS AND SCIENCES II: SALON MANAGEMENT**

Students who successfully complete Cosmetology I may be accepted into the client-oriented second year program. Cosmetology II students can complete up to an additional 750 clock hours toward the required 1500 hours for a state cosmetology license. Students in this program focus on applying fundamental skills learned in the first year while practicing on clients in a business setting. In preparation for licensure, all competencies introduced in Cosmetology I are revisited in a theoretical manner. Cosmetology II Salon Practices Management emphasizes the day-to-day operation of the salon. This year-long program reinforces and enhances salon management, scientific application of chemical services and interpersonal communications.

**Prerequisite:** Successful completion of Cosmetology I program.

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

**Certification(s):** State Cosmetology License for qualified students

**College Credits:** Students can earn up to nine college credits at area colleges (CCV, VTC, and UVM)

## **DENTAL ASSISTING**

Accredited by the American Dental Association, this program is designed for students who have a strong background in science and want to work with people. Students become familiar with all aspects of dental assisting in the general dental practice. The curriculum is designed to prepare motivated individuals to become competent and knowledgeable in professional orientation, dental materials, dental radiology, tooth morphology, head and neck anatomy, infection control, clinical assisting, and medical emergencies/CPR. Instruction takes place in our in-school classroom, dental laboratory and clinic. For eligible students, clinical training is completed at area dental offices. Students who successfully complete the program and meet eligibility requirements are prepared to challenge the Dental Assisting National Board examination to become Certified Dental Assistants and to become certified in dental radiology. All successful students are eligible for employment as dental assistants in a variety of dental practices.

**Recommended Prerequisite(s):** General or biological science.

**HS Credits:** One embedded science credit and one integrated math credit, plus four elective credits. **Certifications:** American Red Cross CPR and AED (defibrillator) certification; dental radiology certification. **Recommended Reading Level:** Grade 10-12+

## **ENGINEERING / ARCHITECTURAL DESIGN**

The Engineering and Architectural Design Program is an excellent hands-on preparation for students interested in architecture or mechanical engineering. Students learn the graphic language basic to all forms of engineering, architecture and design. The program provides an essential background and early opportunity for students to explore the field prior to college. College credit may be awarded to eligible students who complete this program. Students also complete a portfolio valuable for college application. This course has been recommended by UVM and VTC to all students considering engineering careers.

The program utilizes an individualized approach. A student may enter the program on a one or two year basis; flex scheduling is accommodated. Students must be enrolled in both math and science courses while taking this program (Algebra II, Pre-Calc, Chemistry, Conceptual Physics or Physics). By graduation, students should plan to have successfully completed Algebra I, Geometry, Algebra II, Pre-Calculus or Algebra 2, Trigonometry, Probability/Statistics (ATPS), Chemistry and Physics as minimum requirements for any two or four year college.

## **ENGINEERING /ARCHITECTURAL DESIGN Year**

### **I: TECHNICAL DRAFTING**

In this course, students progress through a series of drafting problems, providing them with a sound foundation in the methods and techniques used in various drafting and design applications. Orthographic, isometric, sectioning, perspectives, schematics,

developments and many other types of graphics will be covered. Computers with AUTOCAD and SOLIDWORKS software are used to solve and draw many of these problems. Multimedia portfolios are produced using Microsoft Office applications.

**Recommended Prerequisite:** Algebra I, Geometry (80% or better in each)

**HS Credits:** One embedded fine arts credit, one embedded math credit, plus four elective credits

**Recommended Reading Level:** Grade 10-12+

## **ENGINEERING/ARCHITECTURAL DESIGN Year**

### **II: DESIGN**

After completion of technical drafting, the student may enter the design area in which he/she wishes to concentrate - Mechanical Design or Architectural Design.

**MECHANICAL DESIGN** provides students with experiences in advanced detail drafting, assembled mechanisms, precision measuring, fixture design, CNC computer numerical control and programming. The design, building and testing of structural models are covered through involvement with engineering competitions. Work in this course is completed entirely on computer with SOLIDWORKS and other software. Students chosen to participate in the VTC course *MEC-1011* receive two (2) transcribed college credits.

**ARCHITECTURAL DESIGN** covers residential buildings. Topics include styles, construction, design floor plans, elevations, foundations, electrical, plumbing, heating, kitchens, lot and plot plans. Students are involved in the actual design of buildings to be constructed in the surrounding community. Work in this course is completed entirely on computer with AUTOCAD and other software. Students chosen to participate in the VTC course *ARC-1021* will receive two (2) transcribed college credits.

**HS Credits:** One embedded fine arts credit, one embedded math credit, plus four elective credits

**College Credits:** In addition to the VTC MEC-1011 or ARC-1021 transcribed credits, some colleges have waived courses for work demonstrated in students' portfolios. Eligible students may also take VTC English Composition and other college classes.

## **HEALTH INFORMATICS**

This program focuses on training for diverse medical administrative positions and as an introduction to health professions. Health care increasingly relies upon the expertise of staff trained in both interpersonal communications and technical skills. Course topics include: medical terminology, human biology, career development, medical office management, computer science, electronic health records, medical insurance reimbursement and diagnostic/procedures medical coding. Students also discuss the ethical and legal issues regarding work in medicine as well as personnel management, insurance issues, the specific skills involved in working from home, and other information management topics.

Eligible students in this program participate in a 30-hour career work experience in the healthcare 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, medical office secretary and patient scheduling. Students could qualify for clinical health related careers with additional training.

**HS Credits:** One integrated anatomy and physiology credit, one embedded math credit, one integrated English credit and four elective credits.

**Certifications:** CPR, First Aid

**College Credits:** Up to six college credits for eligible students through dual enrollment at CCV. Additional three - nine credits are available through classes at area colleges.

**Recommended Reading Level:** Grade 11-13+

**NATURAL RESOURCES AND AGRISCIENCE TECHNOLOGY FORESTRY AND MECHANICAL SCIENCE** 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 during Step-Up Day. **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):** Qualified applicants must demonstrate maturity with respect to safe equipment operation such as chainsaws and heavy machinery, the ability 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. Mastery of basic mathematical operations, measurement, fractional and metric conversions, and logical manipulative skills is required. 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 (Agricultural Engineering and the Department of Plant Sciences) and Paul Smith's College. Eligible seniors can earn three college credits in English Composition or up to six credits at area colleges.

**Co-Op Offered:** Qualified students who have completed one year of Natural Resources may apply to participate in a second year co-op.

**Recommended Reading Level:** Grade 10-12+

### **APPRENTICESHIP TRAINING**

The Center for Technology, Essex (CTE) offers those students who have successfully completed one year at CTE and are highly motivated, focused, and highly skilled a second year option of student apprenticeship in certain career areas. This workplace, competency delivered curriculum, combines both non-paid and paid training, vital for students to achieve advanced job placement or acceptance in a post-secondary institution in their selected career area. Successful first year students must interview for these placements.

### **Programs and Classes for Tenth Graders**

#### **PRE-TECHNICAL EXPLORATION: Building Arts and Small Engine Systems - BASES (Full Day Program)**

Get your bases covered in this section of Pre-Tech. We learn a variety of carpentry and construction skills through project based learning in an extensive woodshop. We discover the ins and outs of small engines by dissecting and restoring engines and equipment to working order. If woodworking or engines interest you, this is the place to build a solid foundation or crank up your passion for your future.

Pre-Technical Education is a one-year, six-period program **for sophomores** who thrive in project-oriented experiences that emphasize applied academics. Students are involved in a wide variety of cutting-edge technical activities where they learn science, mathematics, social studies, and communication skills while building personal development assets. Much of the learning takes place outside a traditional classroom and instead uses authentic locations to engage reluctant students and to provide experiences for deeper and more relevant learning. Students apply specifically to this strand of the Pre Technical program. Students succeeding in this program are likely to experience success in their future and are encouraged to enroll in CTE programs to further develop their skills and advance their learning.

**Prerequisites:** Applicants must have a ninth grade transcript that shows an award of five full credits including: 1 math, 1 English, 1 social studies, 1 science and 1 elective.

**HS Credits:** One integrated credit each in English, math, science, fine arts, physical education and elective.

#### **PRE-TECHNICAL EXPLORATION: Information Technology, Design, Engineering, and Arts - IDEA (Full Day Program) Inquiry, Imagination, Innovation. What drives you?**

PreTech: IDEA prepares students to be successful on a path to technology and design careers. Through projects, students learn how to creatively solve problems, communicate ideas, and work with a team. We follow a creative production process and use technology as a tool to communicate and produce ideas. Some units include: Brain Science, Product Development and

Marketing, Electronics, Fine Art, IT, and more!

PreTech: IDEA is a gateway to the following CTE programs: Computer Animation and Web Design, Computer Systems Technology, Graphic Design and Digital Publishing, and Engineering.

Pre-Technical Education is a one-year, six-period program **for sophomores** who thrive in project-oriented experiences that emphasize applied academics. Students are involved in a wide variety of cutting-edge technical activities where they learn science, mathematics, social studies, and communication skills while building personal development assets. Much of the learning takes place outside a traditional classroom and instead uses authentic locations to engage reluctant students and to provide experiences for deeper and more relevant learning. Students apply specifically to this strand of the Pre Technical program. Students succeeding in this program are likely to experience success in their future and are encouraged to enroll in CTE programs to further develop their skills and advance their learning.

**Prerequisites:** Applicants must have a ninth grade transcript that shows an award of five full credits including: 1 math, 1 English, 1 social studies, 1 science and 1 elective.

**HS Credits:** One integrated credit each in English 10, Algebra 1 or 2, science, fine arts, physical education and electives.

**PRE-TECHNICAL EXPLORATION: Foods, Health, and Human Development (Full Day Program)**

In this section of Pre-Tech, experience nutrition through cooking, learn about how the human body works, including personal fitness and wellness, and child development. Through projects such as planning and preparing meals, creating books for kids, homemade skin care products and others, students will develop the positive relationship and communication skills needed to join a workforce of people who enjoy helping others.

Pre-Technical Education is a one-year, six-period program **for sophomores** who thrive in project-oriented experiences that emphasize applied academics. Students are involved in a wide variety of cutting-edge technical activities where they learn science, mathematics, social studies, and communication skills while building personal development assets. Much of the learning takes place outside a traditional classroom and instead uses authentic locations to engage reluctant students and to provide experiences for deeper and more relevant learning. Students apply specifically to this strand of the Pre Technical program. Students succeeding in this program are likely to experience success in their future and are encouraged to enroll in CTE programs to further develop their skills and advance their learning.

**Prerequisites:** Applicants must have a ninth grade transcript that shows an award of five full credits including: 1 math, 1 English, 1 social studies, 1 science and 1 elective.

**HS Credits:** One integrated credit each in English, math, science, fine arts, physical education and elective.