



Ninth Grade Course Selection Worksheet 2020-2021

Name _____ Stu ID _____

School _____

PHYSICAL EDUCATION-Select one

- () 520141 Lifetime Activities 1 (Fall) (0.5)
- () 520142 Team Activities 1 (Spring) (0.5)
- () 52016 Movement Exploration (Fall and Spring) (0.5)

HEALTH

- (✓) 52030 Health (0.5)

ENGLISH

- (✓) 52103 Humanities: English 9 (1)

HISTORY AND SOCIAL STUDIES

- (✓) 52301 Humanities: Civics & World Societies (1)

SCIENCE

- (✓) 52513 Earth Science (1)
- () 52505 Biology (*may be taken only in addition to Earth Science; space dependent*) (1)

MATHEMATICS

- () 52402 Elements of Math (1)
- () 52405 Pre-Algebra (1)
- () 52406 Concepts of Algebra I (1)
- () 524069 Algebra I (1)
- () 524081 Freshman Geometry (1)

Ask your teacher about your recommendation.

WORLD LANGUAGES

- () 52251 Chinese 1 (1)
- () 52200 French 1 (1)
- () 52207 French 2* (1)
- () 52241 German 1 (1)
- () 52231 Latin I (1)
- () 52220 Spanish 1 (1)
- () 52221 Spanish 2* (1)

**By teacher recommendation.*

READING INSTRUCTION*

- () 529081 Basic Reading 1 (1)
- () 529082 Basic Reading 2 (1)
- () 529083 Basic Reading 3 (1)
- () 52102 Literacy Lab 9 (1)
- () 529063 Supplemental Reading (1)

**By teacher recommendation.*

SUPPORT CLASSES

- () 52951 Guided Academic Study (0.5-1)
- () 52925 Learning Lab (0.5-1)
- () 52975 Math Intervention (0.5-1)
- () 52976 Life Skills Science (1)

Ask your teacher if you are recommended for support classes.

STUDY HALL

- (✓) 52950 Academic Study Hall (0)

You will be scheduled automatically for a Study Hall. If you wish to schedule a course load of 8 credits and no Study Hall, please indicate below.

I wish to drop academic study hall and add:

Name of Course _____

Course Number _____

*****Note this request is fulfilled based on course availability, however it is not guaranteed*****

ENGLISH LEARNERS (EL)

- () 52601 Intro to Computing (0.5)
- () 52150 EL English 1 (1)
- () 52156 EL English 2 (1)
- () 52161 EL English 3 (1)
- () 52163 EL English 4 (1)
- () 52170 English Progress Class 9 (1)
- () 52174 EL Reading: System 44 (1)
- () 52154 EL Reading 1 (1)
- () 52155 Essential Literacy (1)
- () 52162 EL Reading 2 (1)
- () 52166 EL Reading 3 (1)
- () 52151 EL Science 1 (1)
- () 52157 EL Science 2 (1)
- () 52164 EL American Studies (1)
- () 52153 EL Social Studies (1)
- () 52152 EL Mathematics (1)
- () 52548 Intro to Chemistry (1)
- () 52165 Guided Academic EL Study (1)
- () 52177 ExcEL (0.5-1)
- () 52025 Introduction to Health (1)

Ask your EL teacher if you are recommended for EL.

FINE ARTS DEPARTMENT- Please select below.

ART

- () 52740 Art 1 – Basic Studio (1)

MUSIC

- () 52700 Concert Band (1)
- () 52703 String Orchestra (1)
- () 52710 Concert Chorus (1)
- () 527181 Piano* (0.5)
- () 527021 Guitar* (0.5)
- () 52703 Intro to Strings* (0.5)
- () 52730 Musical Theater* (0.5-1)
- () 52721 Introduction to Music Theory* (0.5)
- () 52709 World Drumming* (0.5)

**(no experience required, instrument provided)*

DESIGN TECHNOLOGY

- () 52540 Principles of Engineering 1 (0.5)

BTC PRE-TECH FOUNDATIONAL

- () 4769 Design-Tech (3)



Sports

Fall Sports

Football
Field Hockey
Cheerleading
Soccer
Cross Country
Volleyball
Golf

Winter Sports

Indoor Track
Alpine Ski
Nordic Ski
Basketball
Hockey
Bowling

Spring Sports

Track & Field
Baseball
Softball
Lacrosse
Unified Basketball
Ultimate Frisbee
Tennis

Clubs

Dance Club
Debate Team
Detour (Literary Magazine)
Drama
International Club
Math League
Model UN
My Brother's Keeper
My Sister's Keeper
National Honor Society
Fitness Center
Poetry Outloud
Scholars Bowl
Snowboard Club
Student Council
Student Planning Committee

Physical Education & 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 life- long 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.

BHS Phys Ed and Health Classes		VT State Graduation Requirements
Phys Ed	Lifetime Activities I - Fall only (0.5 credit) Team Activities I - Spring only (0.5 credit) Lifetime Activities II - Fall only (0.5 credit) Team Activities II - Spring only (0.5 credit) Movement Exploration (0.5 credit) PE Capstone (0.5 credit) Sport Education with an internship (0.5 credit) Sports Strength & Conditioning (0.5 credit) BHS Interscholastic Sports- (0.5 credit) Two seasons equal .5 PE credit, (.25 per season)	Physical Education – 1.5 credits Health – 0.5 credits
Health	Health (0.5 credit)	
Electives	International Foods (0.5 credit) Regional Foods (0.5 credit) After requirements are met, students may take a PE class as an elective.	



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.

BHS Music Department

Burlington High School has a diverse and dynamic music program that strives to reach the highest level of potential in all students wanting to participate. Each class has been designed to help all students foster their creativity, improve their foundational skills and to cultivate their love of music. Classes are also designed to help those interested in pursuing performing arts after high school and to give them a solid foundation to set them up for college readiness after their high school experience. There are multiple classes available that are offered in the areas of:

Classical Voice, Classical Instrumental (Strings and Band), Jazz Instrumental, Musical Theater Voice, Piano, Guitar, Theory & Drumming

Incoming Freshman Class Offerings

Concert Choir, Freshman Band, String Orchestra, Introduction to Strings, Introduction to Music Theory, Piano I & II, Guitar I & II, Drumming,

Additional ensembles available

These ensembles meet outside the school day and are open to students already enrolled in a School Day Ensemble

Tenor & Bass, and Soprano & Alto Choir, Jazz Band (Auditioned Instrumental Ensemble), Pep Band, Chamber Orchestra

Facts about the BHS Music Department

- 1) In the 2018-2019 School year over 300 are actively enrolled in a music course offered at BHS. Many students are involved in several music ensembles at BHS!
- 2) Students enrolled in a **School Day** Ensemble (String & Symphonic Orchestras, Freshman, Concert & Wind Bands, Concert & Senior Choirs) can audition and participate in festivals such as; Districts, All States, New England's, Madrigal Festival, and Jazz Fest.
- 3) The music department's faculty are frequent guest clinicians and conductors for festivals in and out of Vermont.
- 4) BHS Music Program has the most music classes and electives offered in and around Chittenden County.
- 5) A majority of students in BHS Music Program are active members of sports teams, student government and other activities in and around Burlington.

Lead Teacher/Choral
Director
Billy Ray Poli -
bpoli@bsdvt.org

Orchestra Director
Kathleen Kono-
kkono@bsdvt.org

Band Director
Clayton Hamilton-
chamlito@bsdvt.org

Special Education at BHS

Welcome to Burlington High School 8th graders and Parents!



What to expect:

1. You will be supported by a Special Education Team including a special education teacher, general education teachers, and your guidance counselor. It could also include a speech pathologist, school psychologist, an employment specialist, occupational or physical therapist, a behavior interventionist or a therapist.
2. Case managers provide copies of your plan (either IEP or 504) to your current teachers at the beginning of each semester.
3. Case managers will, at a minimum, facilitate one yearly meeting to review the current plan update progress and discuss needs. This meeting will happen around the time that your IEP/504 was developed the previous year.
4. Every 3 years students on plans are evaluated to determine continued eligibility.
5. Case managers will be your best point of contact if you have concerns or questions. However, they may need to connect you to others in order to address your needs more fully.

Possible Course Offerings for next year:

1. Guided Academic Study: 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.
2. Aspire Supported Study: 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
3. Learning Lab: 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.

Art

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 nonobjective 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.

Design Technology Education

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.

COURSE OFFERINGS IN DESIGN TECHNOLOGY EDUCATION

52540

Principles of Engineering I

(offered every other year 2019-20, 2021-22)

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 1.0 science credit.**

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

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

- *communicate their mathematics knowledge using appropriate vocabulary, proper context, and correct units when answering questions.*
- *solve questions using different methods utilizing multiple formulas and/or math tools.*
- *connect math concepts to real-world situations.*

GENERAL COURSE INFORMATION

Ninth Graders have four points of entry in Mathematics: Elements of Math, Pre-Algebra, Algebra 1, or Geometry.

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.

Upon teacher recommendation, some 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.

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. Proficiency in this course will provide the student the prerequisites to go on to study Pre-Algebra or Algebra. Students enrolled in Elements of Mathematics may also be concurrently enrolled in Math Intervention.

Prerequisite: Middle school teacher recommendation

Primary Graduate Expectations: Critical Thinking & Problem Solving

52405

Pre-Algebra

1.0 Credit

Grades 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. 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 9-12

This course is designed to give students the foundations of secondary mathematics at a moderate pace. Essential material will be covered to prepare students for a Geometry course. Topics covered will include creating and simplifying algebraic expressions, solving and graphing linear equations and inequalities, scatterplots and lines of best fit, solving systems of linear equations and inequalities, and working with exponential and quadratic functions. 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 chromebooks. Additionally, TI-84 graphing calculators and online graphing tool Desmos 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.

524081

Freshman 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.

Prerequisite: Middle school teacher recommendation

Primary Graduate Expectations: Critical Thinking & Problem Solving; Effective Communication.

BURLINGTON HIGH SCHOOL

52 INSTITUTE ROAD
BURLINGTON, VERMONT 05408
PHONE: (802) 864-8411 EMAIL: NGREEN@BSDVT.ORG

NOEL GREEN, PRINCIPAL
LAUREN MCBRIDE, ASSISTANT PRINCIPAL
HERB PÉREZ, ASSISTANT PRINCIPAL
MEG HUGHART, DIRECTOR OF GUIDANCE

Dear students and families,

Humanities is the study of human experiences. Our 9th grade program at BHS bridges the study of societies, cultures, and events from literature. As a class, you will have the opportunity to look for these connections with the essential questions in your 9th grade humanities class.

This course provides you the opportunity to earn honors. The choice to earn honors is your choice. Some assignments will have both a *core* and an *honors* version. The honors assignment will have a higher level of complexity and potentially require additional reading and/or writing. If you decide to earn honors, you *must* complete all the honors assignments and maintain an 80% average in the class to receive the honors designation on your transcript.

Students must earn honors to be recommended for 10th grade World History or Genre classes. In order to see if honors challenges are a fit, all students had quarter one to attempt the additional work without these challenges affecting their grade.

Please keep in mind:

- Working to earn honors involves more reading and writing, and demonstrating a deeper understanding of more topics.
- Students that opt in to honors will be held accountable for all of the honors work. Honors work will no longer be optional for that student.
- Earning honors credit does not affect a student's GPA.

Parents, please reach out if you have any questions about this program.

All the best,

The 9th Grade Humanities Team

“Educating and inspiring all students to influence and shape the future.”

History and Social Studies

The general purpose of a history and social studies education is to help students develop the skills and basic knowledge needed to be responsible, contributing members of both our democratic, 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 identify major historical eras and trends throughout history, from both western and non-western perspectives. Students in the first year of the sequence spend the year unpacking American Civics -- the history and workings of our American form of government -- and Comparative Politics to better understand the dynamics of political systems around the world. The first-year course in Civics and Comparative Politics 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.*

ENGLISH

GRADE	COURSES (4.0 Credits Required)
9 Required	English 9: Humanities, or English 9: Humanities Honors
10 Required	English 10: Literature/Writing/Speech, or English 10 Honors:Genre
11 Required	Select Two Elective Courses
12 Required	Select Two Elective Courses, or AP English

The BHS English Program offers 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, or be promoted at the discretion of administration.** Each successive year is built upon the skills of the previous year. Students may not double up English until their fourth year of high school.

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*

Grade 9

52103

English 9: Humanities

Honors Humanities (Earned)

1.0 Credit (English)

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.

English Language 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.**

COURSE OFFERINGS

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 9-12th 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 and cultures. 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 culture and concepts of tradition. The curriculum of this course mirrors the first semester of 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 Literacy

1.0 Credit (.5 credit per each semester taken)

Grades 9-12

This initial reading course provide newcomer 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 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 and Government. 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 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 an 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 9th grade Humanities classes.

Prerequisite: ELP Level 3-5; SRI Level below 750.

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: ELP Levels 3-4.

OTHER LEARNING OPPORTUNITIES

52025

Introduction to Health

1.0 Credit

Grades 9-12

This course develops background knowledge on the five units 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

EL Guided Academic 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.

Other Classes - To support the transition of EL students into mainstream classes, students may be placed in other BHS courses including Literacy Lab 9-11 classes for credit.

World Language

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.*

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 classes may not be offered, or may be combined or offered in a different configuration, depending on enrollment.

FRENCH

The French program allows students to work on the four basic critical skills of listening, reading, writing and speaking in the French language. The reinforcement of these skills translates in many gains academically. With the proximity to Canada, students are given the opportunity to participate in several field trips throughout the school year. Students are also encouraged to take the National French Test which is administered in the Spring of every year.

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

52155

Essential Literacy

1.0 Credit (.5 credit per each semester taken)

Grades 9-12

This initial reading course provide newcomer 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 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.

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.

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

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

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1.0 Credit

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Prerequisite: ELP Level 3-5; SRI Level below 750.

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1.0 Credit

Grades 9-12

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Prerequisite: ELP Levels 3-4.

OTHER LEARNING OPPORTUNITIES

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Introduction to Health

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Grades 9-12

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52165

EL Guided Academic 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.

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.

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, *I, Claudius*, is shown to give students an overview of the early empire and emperors. The result of the student's study of Latin is improved knowledge of both English vocabulary and grammar, an expanded understanding of the relationship of the ancient world to his or her own, and an appreciation for other foreign languages and cultures. *Primary Graduate Expectations*: Effective Communication; Cross-Cultural Understanding & Civic Engagement.

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.

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.

The Burlington High School Drama Club

Overview:

There are three "seasons" of Drama at Burlington High School.

Two seasons, the Fall Musical and the One Act Play Festival are open to all students and no cuts are made. Anyone who wishes to participate and be a member of the cast may do so.

Anyone wishing to participate in stage construction and stage crew is also welcome to join the production.

The Spring Production which is usually a full length play is the only show with a limited cast. Depending upon the play chosen for a particular year, the cast can be from eleven to over forty characters. Anyone who auditions but is not chosen, is welcome to learn other aspects of stagecraft by learning about set design and construction, lighting design and sound.

The Fall Musical

There is a special meeting for all Ninth Graders interested in participating in the musical during Freshman Orientation day (which is always the Wednesday before school begins for everyone else). This meeting takes place at 3:15 in the auditorium. Senior and Junior members of the Drama Club, the Director, Assistant Director, Vocal Director, Lighting Director and Choreographer speak to the students about the Drama Club, answer questions and generally try to make the Ninth Graders comfortable about auditions for the musical.

The next day, Thursday, everyone interested in auditioning for the musical meets at 3:30 in the auditorium. The choice of musical is revealed and the plot is explained and acting audition pieces are given to the students who wish to audition for a featured or leading role. If a student simply wants to be in the ensemble, then they need not take part in the acting auditions. This is the only optional audition. Then, the Vocal Director teaches the students the different audition pieces for the general ensemble, featured and leading roles. This meeting usually lasts until 5:15.

Friday is a repeat of Thursday's meeting in case a student was unable to attend or if students want to review the vocal pieces or ask the Director clarifying questions concerning characters or procedures.

The following Tuesday which is after Labor Day Monday, is usually dedicated to vocal auditions. This audition is required of all interested students. The students have a chance to warm up, ask questions and go over their chosen piece from 3:30-4:00. Then the students will audition. This usually lasts until 5:30. Once a student has auditioned they may leave. If someone has to leave early for one reason or another, they may request to audition early.

Wednesday is acting auditions. This is only for those students who are trying out for featured or leading roles. Again auditions will begin by 4:00 and last until 5:30.

Thursday is dance auditions. Everyone is required to participate in this audition as well. Students are instructed to wear comfortable clothing and shoes such as some sort of sneaker. Flip flops or sandals are not allowed. Everyone will work together with the Choreographer to learn a short routine for at least an hour before the auditions begin. This audition lasts until 5:30.

The cast list for the Musical is posted on Friday and the season begins.

Rehearsal schedules for the musical are posted each Monday morning by 7:30.

January 28th, 2020

Dear BHS Parents, Guardians, and Students:

The Athletic Department would like to extend a welcome to all students entering BHS for the 2020-2021 school year. BHS is proud of our diverse seasonal co-curricular offerings and sure you will have an exciting experience.

Student athlete participants must complete a required eligibility process:

- Paperwork must be completed online via a platform called "Form ReLeaf".
- You access this platform on the athletic website: www.burlingtonathletics.com
- Click on "Forms and Resources" for online registration.
- A hard copy of the Wellness Sports Clearance form with Physician's signature must be submitted to the School Nurse's Office. This form is required to be updated within two years.
- The student registration information may be repopulated for each season your student participates in.
- If you need assistance, please contact the FormReleaf Support line at 1-844-367-6735.
- This process must be completed in order to try out, start practicing, or participate in our Athletic Co-Curricular programs.
- Completed BHS Athletic Wellness Exam forms must be on file at school. You may:
 - Bring it to the Nurse's office
 - Mail it to (52 Institute Rd, Burlington VT 05408
 - Scan and email to mwebb@bsdvt.org

We look forward to your family joining our "Seahorse Community"!

Sincerely,

BHS Athletic Department