

## INTERDISCIPLINARY AND OTHER COURSES 2016-17

**SUSTAINABILITY STUDIES:** *Current 10<sup>th</sup> and 11<sup>th</sup> Graders: Check out this new learning opportunity!*

Burlington High School is establishing an 11-12<sup>th</sup> grade **Concentration in Place Based Sustainability Studies [PBSS]** for students interested in **social, economic, and environmental justice**. Interdisciplinary in nature, PBSS promotes a systems thinking approach to solve local, regional, and global challenges. Drawing on an array of courses currently offered at BHS, and through participation in a Capstone Seminar (see below), students will work toward a **Certificate of Concentration in Place Based Sustainability Studies** to demonstrate a practical understanding of issues related to social, economic, and environmental sustainability.

In order to earn the Certificate of Concentration, students must satisfactorily complete 1) **four courses** including Culture of Place from the list below and/or dual enrollment or other off-campus courses approved in advance, 2) the **Sustainability Capstone Seminar**, and 3) **at least one YES course** connected with PBSS. The Capstone Seminar will draw on knowledge learned in PBSS courses and experiences, allowing students to apply their learning to complex, local and global issues. Students will have an opportunity to work with community partners in crafting real solutions to real problems.

**Current PBSS Courses** (subject to edit/change)

Culture of Place	School Innovation Seminar
Cultural Geography	Principles of Engineering 2
International Foods	AP Environmental Science
Food and Earth Science	Science Seminar
STEAM Competitions	Marine Biology and Oceanography

For 2016-17, **seniors** interested in working towards the Sustainability Studies Certificate of Concentration should take **Culture of Place** (English), **Sustainability Capstone Seminar** (below), **three other courses** listed above (taken in either grades 11 or 12), and an approved **YES class** such as **Burlington Geographic YES** (below). **Juniors** interested in working towards the Certificate should take classes on the list above and plan to take the Sustainability Capstone Seminar this year or next year.

### 52965 Sustainability Capstone Seminar

1.0 Credit

Grades 11-12

As part of the BHS Concentration in Place Based Sustainable Studies, students will be required to complete a capstone seminar course. Next year, **we are looking for a cohort of 11th and 12th grade students** to help develop the seminar which will focus on leadership skills, community connections, and service learning. Students who sign up for this seminar should have an interest in helping to design engaging curriculum around the intersections of the natural and human worlds. In exploring Place Based Sustainability [PBS], we will examine issues of social, environmental, and economic justice. We will attempt to unpack these complex, interconnected systems through an interdisciplinary approach, making use of both Burlington High School and the broader Burlington Community. We plan to engage with a number of community partners, working toward real solutions to community issues. *Primary Graduate Expectations:* Civic Engagement; Critical Thinking & Problem Solving.

This seminar will build on the **Burlington Geographic YES course** being offered this spring. If you did not sign up for this YES course and are interested in the PBSS concentration for next year, please contact [YES@bsdvt.org](mailto:YES@bsdvt.org) to request taking Burlington Geographic. To gain approval for other YES classes and/or for more information on Place Based Sustainability learning at BHS, please contact **English teacher Mr. McConville** at [pmcconvi@bsdvt.org](mailto:pmcconvi@bsdvt.org).

**Future Concentrations of Study:** In addition to the Sustainability Concentration, BHS is planning future Certificates of Concentrations of Study, potentially **Arts Studies, Global Studies, STEAM (Science, Technology, Engineering, Arts and Math) Studies, and Independent Studies** along with the variety of **Career Pathway Studies** offered through the **Burlington Technical Center**. *Interested in being part of this work in reshaping learning at BHS?* Consider taking the School Innovation Seminar (below).

### OTHER COURSES:

#### 52961 School Innovation Seminar

1.0 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.

- 52967 Leadership through Restorative Justice 1.0 Credit Grades 10-12**  
 This full year course provides students an opportunity to engage in the discipline process at Burlington High School. Students will learn the principles of Restorative Justice in order to participate on the *BHS Restorative Justice Panel*. The Panel will be responsible for helping manage discipline referrals at BHS. Restorative justice is a practice-based discipline. The course will be framed by three basic concepts: restorative justice focuses on harmful behavior; wrongs or harms result in obligations; restorative justice engages participants in repairing harmful actions (Zehr, 2002). Conducted in a seminar format, students will exercise the skills and complete assignments that are directly related to in-practice RJ proficiencies, including: mastering circle-processes; performing discipline policy reviews to offer ideas to administration and faculty on how to revise them to reflect restorative practices; and facilitating training sessions and engaging in self and peer assessments. *Primary Graduate Expectations:* Civic Engagement; Personal Development.
- 52980 Independent Study 0.5-1.0 Credit Grades 10-12**  
 Students or groups of students who wish to do an independent study for credit submit an application (similar to the YES Independent Study Proposal), gain 3 teacher letters of recommendation, and identify a teacher who agrees to act as mentor for the duration of the study. All independent study programs must include some focus on writing, a connection to the community, and content and graduate expectations to anchor the study. *Primary Graduate Expectation:* Curiosity & Creativity.
- 52842 Pre-Tech Electronic Recording Arts 1.0 Credit Grade 10**  
 In association with the Burlington Technical Center, 10<sup>th</sup> grade students (or other students by permission of the instructor) study Electronic Recording Arts for 10<sup>th</sup> grade students is a one-block class that introduces students to all of the technology in the Electronic Arts Program with an emphasis on studio production and the daily broadcast of "BHS Today," the in-house news and entertainment show at BHS. Post-production using Final Cut Pro will be used to create stories for "BHS Today" and other productions. *Primary Graduation Expectations:* Effective Communication; 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.
- 52963 On-Line High School Courses 0.5-1.0 Credit Grades 10-12**  
 Students have the opportunity to take a wide variety of on-line and technology based classes. Students should be self-motivated and able to work independently in order to succeed in an on-line environment. A key resource for on-line learning opportunities is the **Vermont Virtual Learning Collaborative (VTVLC)** at [www.http://vtvlc.org](http://vtvlc.org). 25 course VTVLC slots are available each semester to BHS students. Courses include Green Design, Global Studies, AP Microeconomics, Geometry, Flash Animation, and Introduction to Entrepreneurship. See the VTVLC website for semester and full-year options. Interested students should sign up for this general course and then meet with their school counselor to sign up for special classes.
- 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.
- 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 a 20-hour pre-employment skills class that includes 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. *Primary Graduate Expectations:* Personal Development; Effective Communication.
- 52969 Food Fighters (Second Semester) 0.5 Credit Grades 9-12**  
 This semester class is taught **after-school** in partnership with the *Burlington Schools Food Project* and *Burlington After-School Program*. Food Fighters is a gardening/cooking program in which students have the opportunity to grasp a greater understanding of the growing and preparing of local foods with an emphasis on various cultural cuisines. The Food Fighters program focused on the technical skills associated with kitchen work and small-scale farming. Food science, bee-keeping, and maple sugaring as well as local internships are just some of the possible opportunities. *Primary Graduate Expectations:* Personal Development; Cross-Cultural Understanding and Civic Engagement.