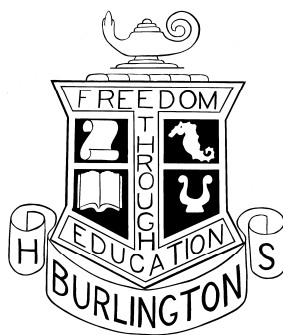


Burlington High School

NINTH GRADE

Program of Studies

2016-17



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

www.bhs.bsdt.org

BURLINGTON HIGH SCHOOL

Opportunities in Education

NINTH PROGRAM OF STUDIES 2016-17

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.*

Please Contact Us for Further Information

Principal: Amy Mellencamp amellenc@bsdvt.org

Assistant Principals: Ben Johnson, Herb Perez, Laura Nugent

Director of Guidance: Patty Wesley pwesley@bsdvt.org

School Counselors: Yvette Amblo-Bose, Garrett Chambers, Adrien Preston, Larissa Urban

Registrar: Colleen McSweeney cmcsween@bsdvt.org

Telephone Numbers:

High School Main Office: 864-8410

Principal's Office: 864-8411

Guidance and Counseling Office: 864-8581

Student Affairs Office: 864-8406

Address: 52 Institute Road, Burlington, VT 05408

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 1,050 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 180 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 for Speakers of Other Languages 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 78% of BHS graduating seniors reported going on to two-year or four-year colleges, universities, and post-secondary training in 2015.

GRADE 9 - NEW PROFICIENCY-BASED GRADUATION REQUIREMENTS

Beginning with the **Class of 2020** (9th graders in Fall 2016) students must meet new graduation requirements. 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 now need to **demonstrate they have achieved proficiency in:**

1) 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*

2) 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

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 2016-17 all 9th grade students will make satisfactory progress towards the new graduation requirements by taking these proficiency-based learning courses:** Humanities (9th grade English and Social Studies – two classes), Biology, 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, on-line, 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, extra-curricular reflections, and out-of-school learning experiences) in a **digital portfolio** likely housed within the PLP. **Advisories** will provide the time and structure for students to regularly update and reflect on this work. There will likely be some kind of final presentation and 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, 1 course of art/music, 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.

- Most students still will need 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, 1 course of art/music, plus world language, business, other academic electives, and 4 YES classes to achieve graduation expectations and typical college and career/job requirements. Students still will be required to complete 1.5 PE and 0.5 Health courses per state regulations.
- 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), Biology, 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; the required Senior Seminar; 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.

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| <p>CORE CURRICULUM - GRADES 9 AND 10 English - 2 Credits Civics & World Societies and World/U.S. Studies - 2 Credits Biology, Chemistry, Earth Science, Other Science - 2 Credits Algebra and Geometry - 2 Credits Physical Education and Health - 2 Credits World Language - 1-2 Credits (Level 2) Music or Art - 1 Credit 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>At least 12 credits by the End of 10th Grade</p> | <p>FOCUSED CURRICULUM - GRADES 11 AND 12 English - 2 Credits 20th Century World Studies or AP U.S. History - 1 Credit Physics and/or Other Science - 1Credit Algebra II - 1 Credit Senior Seminar – 1 Credit Electives – Advanced Placement Classes, Social Studies, Science, Math, Music, Art, World Languages, Business/Tech, Tech Ed, BTC, CTE, PE - 5+ Credits 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>At Least 12 More Credits by the End of 12th Grade</p> |
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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.bsdvt.org>

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 fund-raising 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, please consult the Daily Announcements Page on the BHS website for service listings.

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 10-12th 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 FOR COLLEGE COURSES/DUAL ENROLLMENT

BHS students may enroll in campus-based or on-line college courses for high school credit. College credits may be converted to BHS credit providing the course has been approved in advance by the Guidance Director. A three-hour, one semester college course earns 0.5 credit. BHS students may also attend summer college programs intended for high school students. *Per Vermont regulations, every high school student may take up to two college-level courses.* Contact Dhyana Bradley at dbradley@bsdvt.org for more information.

CREDIT FROM MIDDLE SCHOOL

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

CREDIT FROM OTHER PROGRAMS

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

DAILY BLOCK SCHEDULE

BHS follows an alternating day schedule: **four courses meet on a Blue Day, and four courses meet on a White Day.** Courses are 85 minutes long to allow for interactive, focused academic work including labs in science and performance-based learning in all classes. This block schedule allows students to balance homework assignments over several days with supports offered during the school day. On **Wednesdays there is a late start** that supports teachers participating in professional learning communities to plan and coordinate curriculum, instruction, common assessments, and student interventions. Students have Advisory from 1:00-1:35 every day by Wednesdays.

EARLY GRADUATION

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

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.

FIFTH YEAR

Students may apply to stay for a fifth year of classes for academic purposes. Often students are English Language Learner students who wish to pursue additional coursework to prepare for college. Students must agree to continue to follow all school rules and policies in the additional year of study. Applications are available in the Guidance and Counseling Office and must be approved by core teachers, counselors, and the principal.

INDEPENDENT STUDY

Students interested in independent study must sign up for the **Independent Studies class** listed under New, Interdisciplinary, and Other Classes. Students will meet with a teacher to identify objectives and determine the documentation needed to show that those objectives were met. A contract stating the topic to be studied, a schedule of benchmarks and teacher/student conferences, methods of evaluation, grading and awarding of credit will be determined. Please note: *Independent study in music will not satisfy requirements for the VYO or state, regional, or national music festivals and organizations.*

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.

POLICY ON ADULT ENROLLMENT

Adult students generally access and complete high school education requirements through the **Vermont Adult Learning High School Completion Program**. In some limited instances, adults may enroll in regular BHS high school courses.

Diploma Program

1. Applicants must not have obtained a high school diploma or its equivalent.
2. Students new to BHS who are 19 or older and have earned 7 or more credits in a high school program will be referred to the Vermont High School Completion Program to gain the credits needed for a diploma in a faster and more flexible way.
3. Students new to BHS who are 19 or older who have never attended high school or who have earned 6 or fewer credits in a high school program will be directed to Vermont Adult Learning for programs leading to a high school diploma.
4. Attendance, performance and discipline criteria will be identical to those applied to regular high school students, including maintenance of a minimum course load of six (6) credits.

Post-Graduate Program

1. Adults who are residents of the Burlington School District or other school districts served by the Burlington Technical Center (BTC) and graduates of an approved high school may enroll in BTC day courses on a post-graduate basis at the established tuition rate. Information regarding technical programs may be obtained by calling 864-8426.
2. The same attendance, performance, and discipline criteria that apply to regular students will govern post-graduate students. Post-graduate students who leave school will not have their tuition refunded.
3. For the purpose of this policy, residency shall be determined by the maintenance of a fixed and permanent domicile within the school district continuously for six months prior to the date of application for enrollment. Proof of residency shall be the responsibility of the applicant and not of the Burlington School District.

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 meet with an Assistant Principal to develop a re-entry plan.*** The re-entry plan outlines a mutually agreed-upon program designed to help the student succeed in school. The re-entry plan may involve completion of summer school or night school classes, gainful employment, High School Completion Program classes, or involvement in another preparation activity. In order to return to school in September, a student must complete a re-entry plan by September 1. Students who are re-enrolling have two weeks 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.***

REPEATED CLASSES

A student may take a course again that they have already passed. 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 1st** of each year. 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.bsdtv.org or contact the Guidance Department at 864-8581.

VIRTUAL LEARNING COURSES

Students may earn high school credit for Vermont Virtual Learning Cooperative courses through the Guidance and Counseling Office. Students may wish to sign up for the Virtual Learning class under Interdisciplinary Courses for support and dedicated time during the school day to work on virtual class assignments.

WEDNESDAY CHOICE TIME/LATE START

Classes begin at 8:50 a.m. most Wednesdays for teachers to plan and coordinate curriculum, instruction, and assessment and work on Vermont school improvement requirements. Many students continue to come in at 8:00 a.m. in order to study in the library, use the computer lab, make up assignments, and participate in student activities including open gym. Please be advised that CCTA bus times do not change on Wednesdays. All students must be in school by 8:45 a.m. in order to be on time for classes at 8:50 a.m.

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. Students begin with silent reading time followed by time to work on course assignments. 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. 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@bsdtv.org or the BHS web page for further information.

DUAL ENROLLMENT – COLLEGE CLASSES

Vermont provides two tuition vouchers for high school students to take classes for both high school and college credit at area colleges and universities. Students may need to meet prerequisites including taking the Acuplacer Test. Interested students should contact Dhyana Bradley at dbradley@bsdtv.org or 802-540-0953, or meet with their school counselor.

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. Students are assigned a counselor alphabetically according to their last name. This allows for students to have the same counselor for all years at BHS. Please consult the Guidance Office for questions regarding courses and course placement by calling 864-8581. Seniors who want to apply to colleges and need recommendations and transcripts should be in close consultation with their Guidance Counselors throughout the Fall.

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 their school counselor or Ben Johnson, Assistant Principal, at 864-8406 for further information.

LIBRARY

The BHS Library is open from 7:15 a.m. to 4:30 p.m. (3:15 p.m. on Fridays) to support student academic performance through: carefully selected print and on-line resources to support research needs at a variety of reading levels; before and after school hours for homework, tutoring, and research assistance; an Open Access Computer Lab for students to research and complete academic assignments and access technology resources; coordination with classroom teachers to embed library skills within the high school curriculum; a variety of recreational reading materials including English language learner resources; and resources to support Burlington Technical Center 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, both in the main program located at the Taft School Building and in the satellite program at BHS. Contact Ben Johnson, Assistant Principal, at 864-8406 for further information.

PARTNERSHIP FOR CHANGE

The Partnership for Change is a student-centered school transformation program funded by the Nellie Mae Foundation. This initiative supports innovative school programming including our ninth grade experience, 1:1 iPad technology initiative, the YES Program, new applied and interdisciplinary classes, and work on personal learning plans. Five elements guide our school transformation work: 1) *proficiency-based learning* (students demonstrate and defend what they learn to a proficient level), 2) *teaching and learning environments* (teaming, interdisciplinary and personalized settings provide new opportunities for learning), 3) *student voice and choice* (students make decisions about their learning), 4) *community-based learning* (students' learning is deepened through community connections), and 5) *family partnerships* (new strategies connect parents to student learning). Want to learn more and get involved? Please go to <http://partnershipvt.org> to learn more.

PLANNING AND IN-SCHOOL SUSPENSION ROOMS

Students who present a behavioral difficulty in class or the school will be assigned to the Planning Room for one or more blocks in order to process issues and make a plan for returning to classes. BHS uses restorative practices to help students reflect on behavioral concerns and issues with staff members, teachers, and administrators and develop plans to adjust and repair their actions. Students may be assigned to the Planning Room during lunch and/or after-school from 3:00-4:30 p.m. as part of their restorative plans. Students whose behavior requires suspension will generally serve that suspension in the In-School Suspension (ISS) room and access academic supports and behavioral interventions to support their return to classes.

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, Youth Build, 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 8th grade middle school students each year in January to facilitate strong communication with students and families. For further information, please contact Ben Johnson, Assistant Principal, at 864-8406.

SUMMER SCHOOL – ENGLISH LANGUAGE LEARNERS

BHS typically offers summer classes for English Language 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.

TECHNOLOGY INTEGRATION AND SUPPORT – 1:1 TECHNOLOGY CHROMEBOOK LEARNING INITIATIVE

The Technology Integration/Support Office located in the Library coordinates distribution, support, training and learning for the **1:1 Technology Chromebook Learning Initiative** at BHS. All 9-12 grade students who follow acceptable use policies will be able to sign out a Chromebook for school and home use with parent/guardian permission. For information call 864-8437.

SCHEDULING AND COURSE AVAILABILITY

SCHEDULING AND MAKING COURSE SELECTIONS

BHS students have a variety of choices and selections for study in 2016-17. *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 mailed in August, and a limited window of time for students to make changes will occur on announced days the first week of school.

BUDGET REDUCTIONS IMPACT

BHS must reduce the number of teachers and thus course offerings in 2016-17 as part of the district budget balancing process. Multiple sections of the same course may be reduced, thus fewer spots may be available for students in those classes. A number of courses listed as offerings in the following pages may also be reduced. BHS will do everything possible to alert students to any reduced offerings and learning opportunities as soon as possible and reschedule students into any classes still available and/or needed for graduation.

THE NINTH GRADE PROGRAM

Ninth Grade. The ninth grade program is designed to support Burlington High School's commitment to high standards and equitable outcomes. Guided by teachers, and in collaboration with parents, students:

- gain strong foundational academic skills and content knowledge,
- apply this learning in creative and interdisciplinary high school-level projects,
- interact with students from a variety of backgrounds and middle schools,
- develop and practice organizational, study, technology, and social skills
- develop and practice the habits of mind essential for 21st century learners, including perseverance, risk-taking, and responsibility
- receive academic support, *and*
- are known well by a core group of teachers

The **ninth-grade core curriculum** engages students in rigorous and authentic learning experiences that connect content to real-world problems, student interests, and community issues. Teachers combine high expectations with a caring attitude - encouragement, attention, and positive reinforcement – in order to promote persistence, focus, planning, confidence and creativity. These skills are essential to success in learning and life. Classroom instruction and academic support are intensively focused on starting where learners are and supporting their growth. All students are expected to meet standards and hone essential skills. Time is allocated in all courses and support programs for lessons in targeted skills, including organizational and study strategies, effective writing, persuasive speaking, effective research, applied critical thinking, and appropriate technology use. Students also have the opportunity to take on and demonstrate honors-level work.

Classes. Students are assigned to a **team of two humanities teachers** (English and Social Studies) who will in turn collaborate with other ninth grade mathematics, science, physical education, and support teachers. Ninth grade teachers meet weekly to plan and organize instruction, monitor student progress, and set common expectations for student work and a learning environment that challenges all learners. Interdisciplinary lessons and projects provide further opportunities for authentic learning. Unifying the ninth grade curriculum is the theme “*Who Am I?*” and a consistent focus on communication, critical thinking, and community.

Students take **eight classes, four one day and four the next**, on an alternating day schedule. A typical schedule includes:

- Humanities - English 9 and Civics/World Societies (two classes team-taught)
- Biology 1 (one class)
- Pre-Algebra/Algebra, Algebra 1, or Geometry (one or two classes)
- World Language (Chinese, French, German, Latin, Spanish) or English Language Learning (one class)
- Physical Education/Health (one class each semester)
- Academic Study (Study Hall), Support, or Elective Classes in Art, Music, Business/Technology, Supported Study/Aspire, Reading, Biology Recitation, and Math/English (two classes)

Proficiency-Based Learning. BHS is transitioning to new **graduation expectations**. These expectations connect high standards in subject areas with a school-wide focus on Effective Communication, Critical thinking and Problem-solving, Cross-Cultural Understanding and Civic Engagement, Personal Development, and Curiosity and Creativity. “Proficiencies” represent the standards that students must know and be able to do. In ninth grade classes, students will be held to high expectations in meeting these proficiencies and have the chance to move at the pace that matches and challenges them.

Honors. Students can achieve **honors** in each core academic class by doing more rigorous reading, writing, and analysis assignments and class work. In Humanities 9 (English and social studies) and Geometry all students are assigned to classes that will prepare them for college. To earn honors within these classes, students will complete challenging assignments, demonstrate understanding of content more deeply, and exhibit habits of mind (taking risks, perseverance, collaboration, and participation) at higher levels consistently. Given the math prerequisite needed for Honors Biology (completing Algebra in middle school with a B or higher), that class continues to be scheduled as a separate honors class. Beginning in 10th grade, students have more varied choices including honors classes and will take increasing ownership in choosing the level of challenge they will pursue in their paths through high school.

Reading, Mathematics, and Language Levels. Some ninth grade students need additional time and supports to read, write, and analyze at a high school **grade level**. Students who read below grade level will be assigned an additional reading class. Typically, students at the end of eighth grade are considered to be *at grade level* if they read at a 900 Lexile Score or above on the Scholastic Reading Inventory. This test is administered at Hunt and Edmunds Middle Schools and at BHS; student progress is tracked over time. Other information such as SBAC scores and middle school teacher recommendations are used to identify whether additional reading instruction is needed. Students who take either Elements or Pre-Algebra may be assigned a second math class in order to advance more quickly to Algebra.

Technology. Ninth grade students use **1:1 technology** in the form of a Chromebook to support learning. Texts, assignments, research resources, and presentations are accessed through this mobile device. In order to support appropriate technology use, a culture of ethical use is woven throughout students’ classes. This technology initiative, supported in part by the Partnership for Change and the Nellie Mae Foundation, offers all students, many who do not have access to technology at home, a rich 21st century learning opportunity.

Sports and Clubs. Ninth grade students are encouraged to **participate in a wide range of athletics, clubs, and activities**. These are important avenues for meeting new friends, learning in new ways, and building a sense of community. During orientation and transition meetings, students will have the opportunity to indicate their interests. Fall sports preseason practices are mandatory, thus ninth graders interested in participating should plan to attend tryouts beginning on Thursday, *August 18* (football begins August 15). Students must pass all their classes in order to participate in sports and activities.

Administrative and Counseling Support. An **assistant principal** provides student management services and administrative support for 9th grade and other students and their families. **School counselors** begin a four-year relationship with ninth graders with first contact in the winter of the eighth grade year, followed by scheduling support in the spring and summer, and individual meetings in September. The Guidance and School Counseling Office can be reached at 802-864-8581.

Academic Support. The **Homework Center**, with computers and tutors, is available on Mondays-Thursdays from 3:00-4:30. Many students like to complete as much of their homework as much as possible before going home. Students also have the opportunity to connect with their teachers for extra help and to retake assignments at identified times each week. Advisors will help monitor student progress and provide further referrals and connections as needed.

Parent Connections. Parents can track student progress using **Power School and Canvas** programs. Student grades are posted along with work assignments and expectations. Parents can email or call teachers to check in on questions and concerns. The advisory system will provide another opportunity for parents and teachers to connect to monitor student transition to high school. Parents are encouraged to participate in parent-teacher conferences in October and in a March an opportunity when students will assess and discuss their progress at BHS

Orientation and Transition Meetings. Ninth grade students and their parents have a **variety of opportunities** to learn about and transition to Burlington High School:

- **January/February:** School counselors meet with eighth graders at the two Burlington middle schools and from other area middle schools, and distribute course sign-up information. Special educators and ELL teachers from high and middle schools begin to meet to plan students' transitions to the high school.
- **January 28 at 7:00 p.m.:** Parents and guardians are invited to come to BHS for a Ninth Grade Orientation Meeting to learn more about the high school, course scheduling, and the ninth grade experience.
- **March 3 and 4:** All eighth graders complete the course sign-up form for BHS classes.
- **Thursday, May 26 at 7:00 p.m.:** Students and parents are invited to Ninth Grade Orientation Evening to gain further information, view student schedules, and tour the campus.
- **Thursday, August 18:** Fall pre-season sports practices begin except for Football which begins August 15.
- **Wednesday, August 31 (projected):** A special "first day of school" is designed to welcome and orient ninth grade students to BHS. 10-12th graders report the next day, September 1.

The following courses are open and available to BHS ninth grade students. See the **Program of Studies 2016-17** on the BHS web page www.bhs.bsdt.org for a full description of courses available to all BHS students in grades 9-12.

BUSINESS AND INFORMATION TECHNOLOGY

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. Seniors will have to enroll in **Senior Seminar**, a graduation requirement, which focuses heavily on post high school planning and personal financial literacy skills. The courses in **Business and Information Technology** are aligned with the *Vermont Framework of Standards*.

| GRADE | COURSES (1.0 Credit Required) |
|---------------------------|--|
| 9-12 Electives | Intro to Computing Intro to Business Career Exploration Computer Programming Marketing Journalism: BHS Register Sports Marketing and Media Workplace Internship/TIPS Yearbook I, II, III |
| 12 th Required | Senior Seminar (1.0 Credit) |

BHS GRADUATION REQUIREMENT

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

To achieve the graduation requirement, a student must:

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

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 GoogleApps); 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.

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.

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

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

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.

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*

| GRADE | COURSES (4.0 Credits Required) |
|------------------|--|
| 9-11 Assigned | Reading/Writing Workshop 9-11, Other Reading Classes as Needed |
| 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 |

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 Language Learning Departments instead of or in addition to English classes:

- 529081 Basic Reading 1
- 52154 ELL Reading 1
- 52174 ELL System 44
- 52162 ELL Reading 2
- 529082 Basic Reading 2
- 52166 ELL Reading 3

529061 Read 180 1 2.0 Credits Grades 9-12

This course is for students who wish to increase reading comprehension skills. Students will learn a variety of strategies for understanding, interpreting, and analyzing texts. The course directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This class meets one block every day. Prerequisite: Students with SRI scores 300+, teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Personal Development.

52102 Reading and Writing Workshop 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 9th grade Humanities reading and writing assignments. Prerequisite: Placement determined by SRI/SBAC and/or 8th grade teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Personal Development.

English Classes – Grade 9

52103 English 9: Humanities 1.0 Credit Grade 9
52104 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.

ENGLISH LANGUAGE LEARNING (ELL)

English Language Learning (ELL) 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 ELL classes. Students may be required to take more than one English class, including another ELL or mainstream English class.

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

ELL Exit Requirements: Students exit ELL 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 ELL classes address all of the Graduate Expectations, the *Primary Graduate Expectations* addressed in all ELL classes are: **Effective Communication and Cross-Cultural Understanding & Civic Engagement.**

INTENSIVE ENGLISH: Levels 1-2

The Intensive English program is designed to provide ELL 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 ExcELL

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 ELL classes. Prerequisite: ELP Level 1.

52150 ELL 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 ELL students who have very limited English proficiency. Prerequisite: ELP Levels 1-2.

52151 ELL 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 ELL 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 ELL 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, time lines and chronology, geographical terms, map usage terms, economic terms, role of religion, role of art and music, and concepts of tradition. The curriculum of this course 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 ELL Reading 1/Essential Literacy

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 ELL Reading 1, and depending on English and language skill proficiency, students will take Supplemental Reading, ELL System 44, or ELL Reading 2 classes. Prerequisite: ELP Levels 1-2 and/or Lexile level BR0-L100.

529081 Basic Reading 1

1.0 Credit

Grades 9-12

ELL 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 ELL 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 ELL 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 ELL English 1. Prerequisite: ELP Level 2.

52164 ELL 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, time lines 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 ELL 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 ELL 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 language learners who lack an educational background or the language necessary for mainstream science. Students in this class will continue to use a hands-on approach to establish comprehension. Prerequisite: Completion ELL Science 1 and ELP Level 2.

INTERMEDIATE ENGLISH: Levels 3-5

52161 ELL English 3

1.0 Credit

Grades 9-12

This course provides language instruction to English language 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 ELL English 2. Prerequisite: ELP Writing Level 3.

529061 Read 180 1

2.0 Credits

Grades 9-12

This course is for ELL and other students who wish to increase reading comprehension skills. Students will learn a variety of strategies for understanding, interpreting, and analyzing texts. The course directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This class meets one block every day. Prerequisite: ELP Level 3.

529062 Read 180 2

1.0 Credit

Grades 9-12

In this course, ELL and other students will continue their work in reading comprehension through the Read 180 program. Prerequisite: Instructor permission, prior enrollment in Read 180, and ELP Level 3.5-4.0.

52166 ELL 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 ELL 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 ELLs 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**52549 Introduction to Physics****0.5-1.0 Credit****Grades 9-12**

These introductory science courses support ELL students learning science and prepare for mainstream science classes. Background laboratory skills and safety, basics concepts, and reading about science are included. ELL 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**52165 Guided Academic ELL 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 GoogleApps); 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 ELL 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 ELL COURSES

| ELP LEVEL | English Language | Reading | Mathematics | Social Studies | Science |
|-------------|--|---|------------------------|--------------------------------------|--------------------|
| ELP Level 1 | ELL English 1 | ELL Reading 1/ Essential Literacy System 44 | ELL Math | ELL Social Studies | ELL Science 1 |
| ELP Level 2 | ELL English 2 | Basic Reading ELL Reading 2 | Elements | American Studies | ELL Science 2 |
| ELP Level 3 | ELL English 3 | ELL Reading 3 Read 180 1 | Pre-Algebra Algebra | World/US History Support Class | Intro to Chemistry |
| ELP Level 4 | ELL English 4 English Progress Classes | Read 180 2 | Algebra Geometry | 20 th Century | Intro to Physics |
| ELP Level 5 | English Progress Classes | Read 180 2 Reading/Writing Workshop 9-11 | Geometry Algebra 2 | * | Biology Recitation |

* 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 ... |
|--------------------------------|---------|----------|---|---|
| ELL English 1 | 1.0 | 1.0-1.9 | ELL Reading | Newly arrived |
| ELL English 2 | 2.0 | 2.0-2.9 | ELL Reading | Newer arrived |
| ELL English 3 | 3.0 | 3.0 | ELL Reading | Intermediate students |
| ELL English 4/ Transitional | 3.5-4.0 | 3.0-3.5 | ELL 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 ELL 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 |
| ELL System 44 | BR0-L200 | A-M | 1.0-3.5 | 1.0-3.0 |
| ELL Reading 1 | BR0-L300 | E-L | 1.0-3.5 | 1.0-2.0 |
| ELL Reading 2 | L50-L300 | J-O (Gr 2-3) | 2.0-4.0 | 2.0-3.0 |
| ELL 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

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 over-arching 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*

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

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.

COURSE OFFERINGS IN MUSIC

Students must be enrolled in band, chorus, or orchestra in order to audition for and/or participate in the District and All-State Festivals. Some music classes will only be offered if there is sufficient enrollment.

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.

- 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.
- 527052 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 in the fall. *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.
- 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.
- 52720 American Popular Music 1960-Present** **0.5 Credit** **Grades 9-12**
 What makes music popular? This one semester course studies the trends of American popular music, beginning with the British invasion, and continuing to today. From Vietnam to Hip Hop, students will study music that has been popular in the US. In this class, students will listen to recordings, watch videos, read, write, and learn a few songs on guitar and piano. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.
- 52721 Introduction to Music Theory** **1.0 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.
- 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. 9th graders need recommendation from middle school music teacher. *Primary Graduate Expectations:* Curiosity & Creativity; Critical Thinking & Problem Solving.

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 Civics and World Societies, World and US History, and Twentieth Century World and U.S. History gives students an opportunity to hone their understanding of 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.

| GRADE | COURSES (3.0 Credits Required) |
|----------------|---|
| 9 Required | Civics/World Societies: Humanities Civics/World Societies: Humanities Honors |
| 10 Required | World/U.S. History I, or World/U.S. History Honors |
| 11 Required | Twentieth Century World/U.S. I, Twentieth Century World/U.S. Honors, or AP U.S. History |
| Electives | AP U.S. Government and Politics AP World History Cultural Geography History Goes to the Movies Psychology Public Issues/World Affairs School Innovation Seminar |

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 Civics/World Societies: Humanities

1.0 Credit

Grade 9

52302 Civics/World Societies: Honors Humanities (Earned)

This year-long course dedicates one semester to the study of American Civics, and one semester to the introduction of world history through the examination of the rise and fall of societies and civilizations in the Eastern Hemisphere, from about 500 bce to 1450 ce. American Civics focuses on the practical, modern-day operations of our federal, state, and local government systems with connections to historical events and philosophical ideas. Students are expected to demonstrate their understanding of how our democratic public functions and their roles and responsibilities as citizens. In addition, students

examine issues and Constitutional protections connected to human rights. World Societies considers geography, politics, economics and culture, including religion, in the study of history. The course connects contemporary issues to the development and collapse of civilizations in Europe, Asia and Africa, from the early classical or axial age into the Middle Ages. **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. 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.

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. In 2016-17 prior instructional support services classes are shifting so that more academic instruction will occur in typical 9-12th grade classes with supports pushed in as available. Students will receive individualized instruction related to the IEP and other plans either in the new **Learning Lab** (for elective or academic credit) or Aspire Supported Study (elective credit). Several levels of reading instruction will be also available as well as a science class that introduces science lab study and essential science topics. **Some offerings are in the process of being revised; school counselors will have the most up-to-date information on courses offered for 2016-17.**

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 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.

529061 Read 180 1 **2.0 Credits** **Grades 9-12**
 This course is for students who wish to increase reading comprehension skills. Students will learn a variety of strategies for understanding, interpreting, and analyzing texts. The course directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature and non-fiction, and direct instruction in reading, writing, and vocabulary skills. This class meets one block every day. Prerequisite: Students with SRI/NECAP scores 300+, 8th grade teacher recommendation. *Primary Graduate Expectations:* Effective Communication; Critical Thinking & Problem Solving.

52860 Science [SC] **1.0 Credit** **Grades 9-12**
 In this course, students will study human body systems and strategies for maintaining health and wellness. Other science topics will be studied based on student interest and core science proficiencies. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

52867 Life Skills [MA] **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; Effective Communication.

LEARNING LAB

52925 Learning Lab **0.5-2.0 Credits** **Grades 9-12**
 Learning Lab offers direct instruction in support of a student's IEP in reading, writing, and mathematics. Students assigned to Learning Lab will spend part of each block in individual or small group instruction tailored to students' learning goals. Students will also have the opportunity to work on independent instructional practice and application of skills in core course assignments with some tutorial support within a structured academic environment. Generally elective credit will be earned in Learning Lab; upon administrative approval, academic credit may be awarded depending on a student's individualized learning goals. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

ASPIRE STUDY

52907 Aspire Supported Study **0.5-1.0 Credit** **Grades 9-12**
 Students receive support for content-area course work and instruction in learning strategies focused on reading, writing, and math. 504 students and other students may be assigned to this class, apply, or be recommended by guidance counselors or faculty members. Students must use time productively in order to earn elective credit. *Primary Graduate Expectations:* Critical Thinking & Problem Solving; Effective Communication.

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), Pre-algebra/Algebra I (404-9), 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 ELL, Instructional Services, and technical center classes.

SEQUENCE OF MATH COURSES (3.0 Credits Required)

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

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

52404 Pre-Algebra/Algebra I

1.0 or 2.0 Credits

Grades 9-11

Students in this course meet every day and cover the Pre-Algebra curriculum Semester 1 and the Algebra 1 curriculum Semester 2. This course is designed for students who have a basic understanding of arithmetic and want to enhance their mathematics skills. It is also designed to give students the foundation of understanding mathematics at a moderate pace. Semester 1 topics will include an extensive arithmetic review, working with variables, solving equations, proportions and probability problems. Semester 2 topics include simplifying algebraic expressions, properties of real numbers, solving

equations, graphing linear equations and inequalities, solving system of equations, powers and exponents, quadratic equations, polynomials and factoring. Some lessons will include the use of the graphing calculator. Essential material will be covered to prepare the students for Geometry. *Prerequisite:* Middle school 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 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.

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.

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 non-linear 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; *9th 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 Chromebook to use. Proficiency is based on daily homework, daily quizzes, daily questions and daily attitude. *Prerequisite:* Proficiency in 9th Grade Geometry or A in Geometry and teacher recommendation; *9th graders by permission of instructor.* *Primary Graduate Expectations:* Critical Thinking & Problem Solving.

PHYSICAL EDUCATION AND HEALTH

Physical Education and Health courses are designed to provide students with the skills and knowledge necessary to lead a healthy and active life style. In Physical Education students are exposed to 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 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.

| | |
|-----------|---|
| Phys Ed | Lifetime Activities I – fall only (0.5 credit) Team Activities I (0.5 credit) Lifetime Activities II – fall only (0.5 credit) Team Activities II (0.5 credit) Movement Exploration (0.5 credit) PE Capstone (0.5 credit) |
| Health | Health (0.5 credit) |
| Electives | Take Control (0.5 credit) International Foods (0.5 credit) |

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.

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.

SCIENCE AND TECHNOLOGY

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 able to collect, graph, analyze, and present data.
- Students must be able to communicate scientific concepts in a variety of methods (written, oral, using technology, etc) to diverse audiences.
- Students must be able to develop and test hypotheses.
- Students must perform experiments safely and with awareness of the impact on various environments and others.
- Students must revise and reevaluate their thinking based on evidence.
- Students must be able to identify problems and use the scientific method, data, or research to develop potential solutions and/or draw conclusions.
- Students must examine and critique media (written, audio, video, etc) to evaluation the scientific validity of the information and make unbiased conclusions.

| GRADE | COURSES (3.0 Credits Required) |
|-------------|--|
| 9 Required | Biology |
| 10 Required | Chemistry |
| 11 Required | Physics (or senior year) |
| Electives | AP Biology AP Chemistry AP Environmental Studies Anatomy & Physiology Food and Earth Science Marine Biology Our Changing Universe Physics 2 Honors Principles of Engineering 1/11 Science Seminar |

COURSE OFFERINGS

Most BHS students follow a *Biology (9th grade), Chemistry or Earth and Physical Science (10th grade), and Physics (11th grade) lab-science sequence* with an additional science elective in order to prepare for college and careers. BHS offers a variety of other hands-on and applied learning opportunities for students to follow their interests in science. ***Students may double up and take several classes in a year. Students who are in other grades may take courses by permission of the instructor.*** Please look at course prerequisites carefully and consult with school counselors and science teachers for advice and suggestions in selecting science course offerings.

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 8th grade science teachers; 9th grade or above standing. *Primary Graduate Expectations:* Effective Communication, Creativity and Curiosity, Critical Thinking and Problem Solving.

52506 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:* 8th 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.

52550 Science Recitation

0.5 Credit

Grades 9-10

This science course supports students who are also enrolled in Biology, Earth and Physical Science, and/or Chemistry classes who would benefit from reading text in more detail and support for lab analysis and the writing of lab reports. Students will have the opportunity to review core concepts and lab skills covered in classes. This class runs for half a block for the school year. *Prerequisite:* Concurrent enrollment in Biology 1, Earth and Physical Science, and/or Chemistry 1.

52540 Principles of Engineering I

0.5 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 shop. *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.*

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.

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

COURSE OFFERINGS

FRENCH

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.

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.

LATIN

The Latin program emphasizes the benefits of studying a classical language as a foundation for other languages. The student will improve vocabulary and grammar in English. Instead of an oral approach, the focus is on the relevancy of studying classics so that a student can integrate other studies of art, history, and mythology with the classical world. The National Latin Exam 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.

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.

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.