



2018 - 2019

South Burlington High School



PROGRAMS
OF
STUDY

GRADES 9-12



SBHS Core Values and Beliefs

In 2013 SBHS began a series of neighborhood learning conversations with the goal of revisiting our school's graduation requirements. Students, staff and community members engaged in discussion to answer the question, "What should our high school graduates know?" The list of recommendations helped SBHS frame our initial construction of the Proficiency-based Graduation Requirements (PBGRs). Those conversations were also the beginning of the identification of our Core Values and Beliefs. In 2016-17, SBHS faculty extended the conversations by identifying what we value and believe about our learning community. Core Values and Beliefs manifest themselves in research-based, school-wide 21st century learning expectations. Every component of the school is driven by the Core Values and Beliefs and supports all students' achievement of the school's learning expectations.

We value and believe in:

EQUITY
OPPORTUNITY
COMMUNITY
INDIVIDUALITY
TENACITY
INTEGRITY
CREATIVITY

It's our **RESPONSIBILITY**...Build a Proud Tradition

Student Learning Expectations

South Burlington High School's Student Learning Expectations (SLE) are transferable skills that reach across the content areas and prepare students for college, career and life in general. Educators use a diverse array of proficiency-based assessment tools to measure both content and the SLEs throughout the year and report on the SLEs via proficiency-based reporting (class of 2020 and beyond).

- **CLEAR AND EFFECTIVE COMMUNICATION**
- **SELF-DIRECTION**
- **CREATIVE AND PRACTICAL PROBLEM-SOLVING**
- **RESPONSIBLE AND INVOLVED CITIZENSHIP**
- **INFORMED AND INTEGRATIVE THINKING**

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GENERAL INFORMATION

SOUTH BURLINGTON HIGH SCHOOL

South Burlington High School is a public 9-12 institution serving the community of South Burlington, Vermont, and those of many nearby towns. South Burlington High School is approved by the State Department of Education and is accredited by the New England Association of Schools and Colleges. Our school is a comprehensive high school, offering a variety of educational programs, which are open to all enrolled students. This *Programs of Study* booklet is designed to assist SBHS students and parents as they research, plan, and realize a comprehensive high school academic program. Offerings and programs described in this booklet are subject to change based upon student needs and interests and the availability of supporting resources. The electronic version of the *Programs of Study* is available on the Internet under "Resources" on the school website at: <http://sbhs.sbschools.net/>.

2017-2018 SCHOOL BOARD AND ADMINISTRATION

Board of School Commissioners:

Mrs. Elizabeth Fitzgerald, Chairperson
Mr. Martin LaLonde, Clerk
Ms. Bridget Burkhardt
Mr. Alex McHenry
Mr. Steve Wisloski

Superintendent: Mr. David Young

Principal: Mr. Patrick Burke

Assistant Principal: Mr. Patrick Phillips

Assistant Principal: Ms. Lissa McDonald

Director of Student Activities: Mr. Michael Jabour

9th Grade Dean: Ms. Denise Weaver

Telephone numbers:

Superintendent's Office 652-7250
High School Main Number 652-7000
Principal's Office 652-7001
Attendance Office 652-7002
Guidance Office 652-7060

SOUTH BURLINGTON SCHOOL DISTRICT

MISSION STATEMENT

The mission of the South Burlington School District, a community committed to excellence in education, is to ensure that each student possesses the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, and challenging learning environments, fostering family and community partnerships, utilizing global resources, and inspiring life-long learning.

SOUTH BURLINGTON HIGH SCHOOL

NON-DISCRIMINATION STATEMENT

The South Burlington School District fully supports the philosophy and intent of Title VI, Section 504, Title IX and all federal regulations promulgated therein; and to that end the District will not discriminate on the basis of age, race, color, creed, sex, national origin, sexual orientation or disability in all matters related to the operation of and the programs offered by the public schools of the City of South Burlington, Vermont.

GRADUATION REQUIREMENTS/ ACADEMIC CREDITS

(APPLICABLE TO THE CLASS OF 2019)

The completion of a minimum of 20 credits is required for graduation from South Burlington High School.* These requirements include:

<u>Department</u>	<u>Number of Credits Required</u>
English Language Arts	4
Social Studies	3 (Humanities, U.S. History or American Studies, & Public Issues & World Aff.)
Mathematics	3
Science	3 (including a Physical Science and a Life Science)
Physical Education	1.5
Visual and Performing Arts	1
Health	0.5
Information Technology	0.5

PROFICIENCY-BASED GRADUATION REQUIREMENTS

(APPLICABLE TO THE CLASSES OF 2020 AND BEYOND)

Effective with the Class of 2020 and aligned with Vermont education law and South Burlington School District Graduation Policy, SBHS students will meet the requirements for graduation when the student demonstrates evidence of proficiency in academic content-areas and transferable skills which outline student's skills and habits across content areas.

Students will be introduced to graduation proficiencies through courses and experiences during their first two years of high school and assessed at the graduation level via courses and experiences during their final years of high school in the following areas:

- English
- Health
- Math
- Science
- Social Studies
- Physical Education
- Technology
- Visual and Performing Arts
- World Language
- Student Learning Expectations:
 - Clear & Effective Communication
 - Self-direction
 - Creative & Practical Problem Solving
 - Responsible & Involved Citizenship
 - Informed & Integrative Thinking

STUDENT ACADEMIC PLAN REQUIREMENTS

All students should have a challenging academic plan that advances them toward graduation in a timely manner and takes advantage of the myriad opportunities for learning that exist at South Burlington High School.

**Although school personnel will make every effort to communicate with students and families, it is the student's responsibility to insure that requirements for graduation are met.*

COURSE SECTION LEVELS

At South Burlington High School, those courses with multiple sections may be divided into different levels, based upon the depth and breadth of concepts explored, the pace at which the course progresses, and the amount of independent work required of students in pursuing their studies. Teachers familiar with students' achievement levels will make a recommendation for placement in the next sequential course. (Recommendations from teachers at both the high school and the middle school will be used for initial placement.)

DEFINITION OF COURSE LEVELS

Honors (H) /Accelerated (ACC)/Advanced Placement (AP):

Comprehensive courses that require learning at an ambitious pace using critical analysis and independent inquiry.

Level 1 (L1): In depth courses that require independent work, critical analysis, and the ability to assimilate new material at a fast pace.

Level 2 (L2) : These courses progress at a more deliberate pace, incorporating fewer fundamental concepts in greater depth and providing more in-class support.

APPEALING STUDENT PLACEMENT

During the registration period teachers make recommendations for student placement in sequential courses. Requests for a change of placement are initiated via a "Request for Change in Course Level Placement" form available in the high school Guidance Office. A transfer student will be placed in course levels at the discretion of the Guidance Department based on his/her previous academic records.

SCHEDULE CHANGES

Students may change their schedules during an adjustment period of two weeks at the beginning of the first semester and one week at the beginning of the second semester. Since ample time has been allowed during these periods and throughout the spring for changing schedules, students will only be allowed to make schedule changes outside of these times in very unusual circumstances. To implement a schedule change, a student must:

1. Discuss the proposed change with their current teacher.
2. See a counselor to request an add-drop form.
3. Discuss the proposed change with a parent or guardian and have him/her sign the form.
4. Secure the required teacher's signature.
5. Return change request form to the Guidance Office within 24 hours of the time it is picked up.
6. Students must remain in their current courses until they have been notified that the change has been completed.

BALANCING CLASS SECTIONS: In order to insure optimal instructional situations, the school reserves the right to adjust student schedules to balance classes.

PENALTY FOR DROPPING COURSES: The process of academic planning represents a great deal of effort on the part of students, parents, staff members and administrators. Therefore, students are strongly encouraged to remain in the courses that are on their schedule at the beginning of the school year. In cases where a course drop is necessary, the student's academic record will be affected in the following manner:

1. No first-semester or full-year course may be dropped without penalty after the last day of the first marking period of the school year.
2. No second-semester course may be dropped without penalty after the last day of the third marking period of the school year.
3. No quarter course may be dropped without penalty after the fourth week of the marking period.
4. Courses dropped before this time will not appear on the student's record. Courses dropped after these deadlines will be recorded as a WF (withdrawn failing) on the student transcript.

POLICIES ON CREDIT

POLICY ON ISSUING PARTIAL CREDIT: Generally, no partial credit will be given for full-year, semester, or quarter courses. Exceptions to this policy are as follows:

1. when a student finishes graduation requirements at the end of the first semester and stops attending school.
2. when the Programs of Study indicates that the course may be taken for partial credit.
3. in the fine and applied arts when scheduling will not permit the student to attend the full duration of the course.

POLICY ON CREDIT/PLACEMENT FOR OUTSIDE STUDY:

Credit will only be given and listed on the transcript for programs of study from accredited institutions and in cases where this credit is being used toward meeting the requirements for graduation. (See Credit for non-SBHS Courses) Students will receive only placement (as opposed to credit applied toward graduation) from tutoring during the summer.

NOTE: When a student takes a course not needed to meet graduation requirements, typically at an institution of higher education for academic enhancement, the transcript of the college or university shall be sole evidence of the student's advanced standing and will not appear on the SBHS transcript. The exception to this is that any course taken through the Vermont Dual Enrollment Program will appear with a grade on the high school transcript.

CREDIT FOR NON-SBHS COURSES

Students planning to take courses through institutions other than SBHS, for which they wish to receive credit, must fill out a request form in the Guidance Office and gain approval for credit prior to taking the course. In addition:

1. Courses must be through a secondary or post-secondary institution accredited by the New England Association of Schools and Colleges or regional equivalent.
2. Students must provide evidence of successful completion of the course, including the name of the institution, the dates enrolled, the grade, and the credit earned to the SBHS Guidance Department.
3. High School level course work taken through an accredited institution other than SBHS or associated technical centers will be transcribed, after course completion, provided that related documentation is submitted to the guidance office by the student. The determination as to whether such course fulfills any specific requirements for distribution credits will be made by SBHS.

South Burlington High School will:

1. issue 1 full credit if the student is repeating a full-year course he/she completed but failed at South Burlington High School.
2. issue .5 credit if the student completes a first attempt at a course.
3. enter the institution's name, date, grade, and SBHS credit on the student's official transcript if required for graduation credit.
4. in certain situations, allow for approval of a variance in credit in consultation with department CAS.

AUDITING (to take a course without credit):

Students who wish to take courses for enrichment without receiving credit may enroll on an audit basis. Students will be expected to attend class on a regular basis, and they will be responsible for completing and submitting all assignments. Tests and quizzes will be at the student's option. A note from the student's parents/guardian indicating approval of the audit should be placed in the student's file.

COURSES DELIVERED VIA HOME TUTOR

When a student is being tutored at home for a significant part of the year (i.e., he/she has missed more than half of the instructional time in the course(s) being taken), it is impossible to duplicate the course(s) as they are delivered at SBHS. The teacher of the course, the CAS and the student's school counselor will confer to determine whether to rename the course(s) to better align with the alternate delivery of the curriculum.

CHANGING LEVELS IN COURSES: Students who find it necessary to change levels in a full-year course should arrange to do so no later than the close of the first semester. Typically, students who change courses within an academic discipline at SBHS during the school year will have grades and attendance records follow them into the new course.

REPEATING COURSES: Usually courses that have been previously taken and passed may not be repeated for additional credit. If a course is repeated either here at SBHS, in summer school, night school or through an approved correspondence school, the new grade will appear on the transcript for purposes of GPA calculation and total credits earned. The original grade will remain on the transcript but will not count towards the GPA.

TECHNOLOGY RESOURCES

Thanks to continued technology funding by the community, SBHS has taken great strides toward increasing the accessibility and usability of technology to enhance our students' education. In line with recognized high school "best practices," technology is integrated into school-wide Student Learning Expectations and into the content of departmental offerings. It is also a content area focus in the Technology Department, particularly through the department's Business, Imaging, and Networking Labs.

The 2018-19 school year marks the seventh year of the district's "one-to-one" program in which every high school student is provided with a personal learning device of his or her own. In concert with this, teachers and students are making active use of NEO, a flexible state-of-the-art learning management system that enriches both teaching and learning experiences. This system fosters independent student work, as well as providing the opportunity for collaborating with others, both in and out of school. NEO also includes communication components that allow students, teachers, and parents to collaborate and monitor progress to support student learning.

The high school offers both wired and wireless network access in all academic areas, and the local area network features a high-bandwidth connection to the Internet, making educational resources on the Internet accessible from any networked device in the building. All students are provided with free email services that can be accessed from any computer (on or off campus) with an Internet connection. Parental approval is required before students may send or receive email from outside the school network. Most academic areas have mounted projectors that display a computer's output to the entire class, and many of the classrooms have interactive whiteboards and other educational technology devices.

The nationally recognized Comolli Center for Art & Technology has 24 workstations running 3D design, animation, and video editing applications. The Library has a state-of-the-art on-line card catalogue that can be accessed via the Internet as well as 14 workstations for student use.

For more information about SBHS and SBSD technology resources, visit the district website at <http://www.sbschools.net>.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

ATTENTION STUDENT-ATHLETES!

The **National Collegiate Athletic Association (NCAA)** has required student-athletes who aspire to "practice, compete, and/or receive athletic scholarship as a freshman in college" in either Division I or II to meet the following requirements:

1. Graduation from high school
2. The highest scores achieved on the verbal and mathematics section of the SAT or the highest scores achieved on the four individual tests of the ACT correlated to a "Core GPA" score that is compiled **ONLY IN NCAA APPROVED COURSES.**

While the NCAA Clearinghouse has approved many courses offered at SBHS, it is important to note that the following were **NOT APPROVED for 2017-2018**. Students-athletes enrolling in these classes in 2018-2019 may not use them to meet NCAA "Core GPA" requirements:

- Advanced Composition: Writing Memoirs
- Engaging with Literature
- Foundations for Proficiency
- American History Through Film
- Grammar and Editing
- Contemporary Issues in Health & Fiction (English)

All offerings in the following departments and programs are not approved:

- Business Ed • Family & Consumer Sciences
- Career Development Center • Physical Education
- Drivers Ed • Technology Education • Guidance
- English Language Learners • Technical Center Courses

All offerings in the following departments and programs are not approved:

- Business Ed
- Career Development Center
- Drivers Ed
- English Language Learners
- Visual and Performing Arts
- Guidance
- Family & Consumer Sciences
- Physical Education
- Technology Education
- Technical Center Courses
- SB Big Picture School

It is the responsibility of the student to assure that the courses in which they enroll will be acceptable to the NCAA and that they meet the other requirements as defined by that association. If a student or parent is unsure of a course's approval status, they should check with their school counselor prior to enrolling in the class.

For more information on the NCAA Clearinghouse (including the list of approved courses*), go to:

www.ncaa.org/cbsa/clearinghouse.html

Any student-athlete aspiring to play college Division I or Division II athletics is STRONGLY RECOMMENDED to access registration materials on-line at www.ncaaclearinghouse.net. From the home page, the prospect should click on "Prospective Student-Athletes," which will link the student-athlete to the necessary information. The NCAA strongly suggests that student-athletes use on-line registration.

TITLE IX REGULATIONS

Pursuant to the intent of Federal legislation (i.e., Title IX of the Educational Amendments), the South Burlington School District will not discriminate on the basis of sex in all matters related to the operation of and the programs offered by the public schools of the City of South Burlington. Citizens desiring information relating to Title IX or wishing to file a complaint of sex discrimination within the South Burlington

School District may do so by contacting the Superintendent of the South Burlington School District or the designated Title IX Complaint Officer at 550 Dorset Street, South Burlington, VT 05403. Telephone 802-652-7250.

GUIDANCE DEPARTMENT

The South Burlington High School Guidance Department serves the school through providing personal counseling, consultation, academic planning, college planning, career awareness, and preventive education. Adolescents progress through significant developmental changes during their high school years, and the Guidance Department provides programming to address those developmental needs as well as the availability to address individual issues as they arise. Most students are assigned a counselor according to their last name. Students are able to have the same counselor all four years.

School Guidance Counselors:

Ms. Halina Gangi
Ms. Lindsey Hudson
Mr. Chuck Soule
Ms. Nikki St. Mary
Mr. Tim Wile - Director of Guidance

9th GRADE CURRICULUM:

- Social and Academic Orientation
- Guidance Services Orientation
- Registration for 10th Grade

11th GRADE CURRICULUM:

- Orientation for PSAT/SAT/ACT
- Junior Parents' Nights— College/Career Planning
- Disseminate Future Planning Information and Link Students with the CDC for Internships

10th GRADE CURRICULUM:

- Career Exploration
- Discuss Technical Center Offerings
- Registration for 11th Grade
- Sophomore Career Event

12th GRADE CURRICULUM:

- Group Presentations — Employment Services; College Admission; Standardized Testing; Transcript Preparation
- Host Financial Aid Seminars
- Review Graduation Requirements
- Clarify Post-Secondary Plans

COURSE DESCRIPTIONS

COLLEGE BOUND

Course 046: .25 credit

The College Bound program is designed for “first generation” college bound students interested in attending college. A “first generation” student is defined as being from a family in which neither parent has graduated from a four year college or university. The purpose of the program is to provide support to these sophomores and juniors in developing and attaining their future goals. What are your strengths, challenges and interests? What are the steps involved in researching and selecting colleges? How does a student pay for college? What other options are available after high school? The group meets during FACE time once a week throughout the school year. The group also participates in team building activities, family informational dinners, several field trips to area colleges and an overnight trip to colleges in southern New England. Students who identify themselves as “first generation” students are invited to apply at the beginning of their sophomore year.

NOTE FOR SENIORS

For many students, college matriculation is the end goal of their high school education. The college application process requires pre-planning and excellent organization. Seniors who plan on applying to colleges and who desire a letter of recommendation from the Guidance Department need to have turned in completed supporting materials from their college application packet **three weeks (in-session school weeks) before the first college application deadline**. These include blue teacher recommendation forms, yellow senior activity sheets, pink transcript release forms (one per college) and any school report forms.

ALTERNATIVE PROGRAMS and STUDENT SUPPORT PROGRAMS

ALTERNATIVE PROGRAMS

THE SBHS-BHS HORIZON SCHOOL PROGRAM

The Horizon School is an alternative school, offered to SB students through cooperation between South Burlington and Burlington Schools. It is for students who have had difficulty succeeding in the traditional school setting and are better able to meet SBHS academic requirements through small classes and individualized instruction in an off-campus, non-traditional setting. Students who are interested in pursuing placement in this program should consult with their school counselor for further information.

STUDENT SUPPORT PROGRAMS

SPECIAL EDUCATION PROGRAM

The Special Education program aims to develop the skills and independence of students with disabilities who are in need of specialized instruction. In order to receive special services a student must meet Vermont State eligibility requirements for special education. Each student's program is based on an Individualized Education Plan (IEP), which is developed with parents, students, regular and special education teachers. Special education students work towards mastering the goals outlined in their IEPs. Special educators and other trained staff provide instruction in the basic skill areas of reading, math, written and spoken language. Support is also provided to help students meet regular course content requirements. The program also recognizes the importance of developing students' executive functioning skills, especially during the 9th grade year. Executive functioning skills include the ability to: plan, organize, prioritize, manage time, self-evaluate and adjust. Coordinated support in regular classes is provided by special educators. The special education program also offers transition planning, and community-based experiences for many students.

LITERACY AND MATH LABS

Literacy and Math Labs are small classes taught by trained special educators where students receive direct instruction in areas of individualized need. Literacy labs provide individualized instruction in areas including: basic reading skills, reading comprehension, written expression, oral expression and listening comprehension. Math labs provide individual instruction in areas including math calculation and problem solving. Students may earn credit in the relevant subject area for Literacy and Math labs.

ENHANCED STUDY

Enhanced Study Sessions are located in regular classrooms and are staffed by the special education department. Nearly all Enhanced Study Sessions include students with disabilities who are on IEPs or Section 504 plans. Enhanced Study Sessions provide a structured academic environment where students receive support with their regular coursework and homework, organization and study skills, and assistance with accommodations on tests. The ultimate goal of the program is to teach students the skills needed for academic independence and success. Students do not earn credit for participation in Enhanced Study Sessions.

PROGRESSIVE PROGRAM

The Progressive Program is an alternative to the mainstream school setting, and provides academic and behavioral support to students. Students may be part of the core group or participate in different aspects of the program. Academic instruction in English, Social Studies, Science, study skills and social skills is offered. Students usually take math at their level in mainstream classes. There is a general focus on self-exploration and team building in order to provide students with the skills they need to succeed in general education at the high school. Ongoing parental involvement is an important component of this program, and there is a referral process to participate in this program.

LEAP PROGRAM

The LEAP Program is an alternative mainstream educational environment for 11th and 12th grade students designed to provide intensive academic support. LEAP offers alternative courses in English, Public Issues, U.S. History, Algebra, and Consumer Math. The courses are organized by a personal contract so that each student can work at his/her own pace. LEAP also offers supported study sessions for students taking mainstream classes. The focus of LEAP is to provide the additional support and structure that some students need in order to learn and meet graduation requirements.

SOUTH BURLINGTON BIG PICTURE SCHOOL



At Big Picture South Burlington, we believe that
learning opportunities are everywhere...

...not just inside the classroom.

Who We Are

Big Picture South Burlington is an innovative, project-based learning program at South Burlington High School that seeks to engage and motivate students through hands-on learning and a student-driven curriculum. Students learn to work independently while simultaneously connecting within a supportive community. Students demonstrate their proficiency through working with community partners on internships and projects and are assessed through exhibitions and digital portfolios.

How It Works

Students work with teacher advisors to design personalized learning plans based on their passions, skills, and goals.

Students learn through:

- *Independent projects*
- *Internships*
- *Skill-building workshops*
- *Service learning & travel*
- *Group experiences*
- *College Classes*
- *SBHS Classes – up to 4 out of 8*

Note: new students in the program receive additional support from the advisory structure of BP 101, before moving into the more independent BP 201 advisory.

Learn More

Talk to your guidance counselor or contact:

Program Coordinator Kevin Downey

kdowney@sbschools.net



Student builds his own bass guitar

Project Lab: Ideas to Action

Turn an idea or an interest into a project, through this semester long, one-block class!

Through rigorous independent projects and authentic assessments, students delve into their passions and interests. BP staff members guide students through the process of developing a project plan and coordinate working with a mentor in the community.



Exceptional Senior Year

Craft your own senior year. Pursue your passions, extend your classroom into the community, and stand apart from the crowd on your college applications.

Join Big Picture for your senior year to take advantage of independent learning opportunities, build strong connections with peers and staff, and make the most out of your final year at SBHS.

Program Components

INDEPENDENT STUDIES

Design your own learning projects. Want to start your own business? Build a computer? Put on a concert? Go for it! You can choose any project that interests you and leads to deep learning.

INTERNSHIPS

Take on substantive internship experiences where you will gain skills by meaningfully contributing to real businesses and organizations.

SERVICE LEARNING

Engage in a month-long, staff-supported term studying a community and doing a service learning trip to address a challenge the community is facing.

SENIOR THESIS PROJECT

Use your passions and expertise to give back to a community. This year long project requires you to partner with community members to make a positive difference.

COLLEGE DUAL ENROLLMENT

With a more flexible schedule, students in Big Picture can take dual-enrollment college classes as part of their independent studies.

What About College?

Big Picture staff and guidance counselors work closely with students to develop transcripts that highlight their past credits and new learning experiences.

"When reflecting on the Big Picture students I have worked with at the University of Vermont, I am struck by their self-awareness, an awareness that allows them to effectively navigate the university setting. Because of the skills and dispositions learned and developed while at Big Picture, they are some of the most engaged students with whom I have worked."

- Alan Tjokler, Ph.D., Assistant Professor,
Department of Education, University of Vermont



Students embark on a Winter Expedition

Interested? Talk to your guidance counselor or contact our Program Coordinator Kevin Downey. kdowney@sbschools.net

CAREER DEVELOPMENT CENTER (CDC)

The Career Development Center (CDC) offers students the opportunity to explore their career plans and assist in the transition from student to working professional and/or into the world of higher education. The

CDC provides numerous opportunities for students to design their own special program of study. Students are encouraged to explore all the options beginning early in their high school program.

AN OUTLINE OF CDC PROGRAM OFFERINGS

Community Service Options				Career Exploration Options			
Program Title:	Big Buddy	Tutoring	Community Service: Volunteers in Action (VIA)	SBHS Club - Coalition for Community Service (CCS)	Shadowing	Internship	Senior Challenge
Open to Grades: * (good academic standing required)	9-12 * Course I: #032 OR Course T: #034	9-12 * Course T: #034	9-12 Course CS: #033	9-12	9-12	10-12 * Course I: #032	11-12 * Course #035 (with Coordinator's approval)
Description	Student matched with child in grades K-8, meeting on a regular basis.	Tutoring student(s) in grades K-12.	Designed to enhance student participation in service-learning opportunities.	Volunteers meet monthly to support local/ globally-based activities through membership and group participation.	On-site visit in a career field.	Designed for the individual student in an area of special interest for a specific period of time.	A student-designed project culminating in an oral presentation and research paper.
Examples of Placements:	<ul style="list-style-type: none"> Area School Districts 	<ul style="list-style-type: none"> Area School Districts 	<ul style="list-style-type: none"> United Way sites Direct requests to SBHS 	<ul style="list-style-type: none"> Charity walks Haunted Forest Food drives Polar Express Recreation Department Disaster/crisis relief efforts 	<ul style="list-style-type: none"> Laboratory Studio Area Businesses Service Agencies 	<ul style="list-style-type: none"> Hospitals Area Businesses School Districts- Office and Educational Aides 	<ul style="list-style-type: none"> Projects: Fashion Politics Music Education Literature Marketing
Application:	Required	Required	Required if seeking credit	Required	Recommended	Required	Required
Credit: (45 hours= .25 credit to max of 2 credits/year)	Yes *	Yes *	Yes *	Volunteer placements are subject to credit. All CCS (registered) activities are recorded in CS: #033	No	Yes *	Yes - .5 credit course (Note: Enrollment will be dependent on the ability to schedule time with course advisor)
Commitment:	<ul style="list-style-type: none"> 1 day/week for 1 year Other options available 	<ul style="list-style-type: none"> 1-3 days / week for 1 quarter to 1 year 	<ul style="list-style-type: none"> Open 	<ul style="list-style-type: none"> 4 Meetings 6 Events 16 total hours 	<ul style="list-style-type: none"> Open 	<ul style="list-style-type: none"> 1-5 days/week for Fall, Spring and/or Summer sessions 	<ul style="list-style-type: none"> Fall or Spring semesters Summer options available

INTERNSHIP

Course 032: 45 hours of service equals .25 credit

A program designed for the individual student in an area of special interest. The placement must be related to a specific career path.

The student is required to maintain a log of hours and evaluate their participation in the program. In addition, the supervisor/mentor would be required to submit an evaluation of the intern. Students who participate in a Career-Related Employment Opportunity would be eligible for credit. Enrollment is highly encouraged for students who have the first or last block of any school day available.

COMMUNITY SERVICE LEARNING: VOLUNTEERS IN ACTION (VIA)

Course 033: 45 hours of service equals .25 credit.

This is a program whereby students become the "doers" and take

on more responsibility for their learning. The student is required to maintain a log of hours and complete an evaluation form. Students who participate in Community Service projects may accumulate credit hours throughout their high school program.

BIG BUDDY PROGRAM

Course I 032 (Internship): 45 hours of service equals .25 credit.

Course T 034 (Tutoring): 45 hours of service equals .25 credit.

The Big Buddy Program is designed to give elementary and middle school students the opportunity to have a high school friend/mentor to promote self-esteem and self-value. Volunteers spend one hour a week with a Little Buddy doing such activities as reading together, playing games and sports, studying for tests, talking, or completing any age-appropriate activity that both buddies deem to be fun! The role of the Big Buddy is to develop a supportive friendship with the Little Buddy,

showing respect and understanding of individual needs. Also, the Big Buddy should be a mentor, act as a role model, and encourage new experiences for the Little Buddy. The Big Buddy Program requires a one-year commitment, one hour per week (or equivalent), and a strong commitment to be *present* in the life of the Little Buddy. Reliability, consistency and compassion are key ingredients to a successful team. Big Buddy participants begin in the Tutoring Program.

TUTORING PROGRAM

Course 034: 45 hours of service equals .25 credit

The Tutoring Program is a school-based or after-school educational enrichment program for elementary, middle, and high school students who attend school in the District. High school volunteers/tutors are the heart of the program. They work with individual or pairs of students in a variety of settings: the classroom, a specialized program, or one of the After-School Homework Clubs. Also, peer-tutoring opportunities abound within the high school setting during the day and after school. In addition to offering academic support, volunteers are friends and role

models to the students being tutored.

Students receiving this assistance work with their tutors to build skills in all subject areas, complete their homework, and strengthen their sense of self-esteem and self-respect. Enrollment is strongly encouraged for students who have a free block(s) available during the school day, especially the last block of the day. In addition, after-school opportunities are plentiful, and students may opt to tutor for a minimum of one to a maximum of four days per week.

SENIOR CHALLENGE

Course 035: .5 credit per semester

The Senior Challenge is a student-designed project based on an area of special interest. Community and faculty member(s) will serve as mentors to students as they spend 45 hours in a professional setting with a 30-hour minimum at the placement site. Students will make a proposal for the project, carry out the experience, submit a research paper on their findings, and do an oral presentation on the learning experience. Enrollment will be dependent upon the ability to schedule core time with course advisor.

DRIVER EDUCATION PROGRAM

DRIVER EDUCATION

Course 091: .25 credit

An increase in RISK creates a decrease in SAFETY. How, then, does a driver reduce risk? A responsible driver is a defensive driver, and the best driver is a proactive (and not reactive) driver.

In the state of Vermont, Driver Education is mandatory for a junior operator's license. Driver Education is offered at South Burlington High School during the academic year as a .25 credit course, and the following qualifications and stipulations apply:

1. In situations involving over enrollment, priority for the opportunity will be given in descending order with senior students having first priority, juniors second, and so on. Within a class, priority will be given on an age basis with the older students receiving first priority.
2. It will be necessary to schedule student's driving time during their unscheduled periods of the school day.
3. Because the specified amount of time for course qualification is six

actual hours of "behind-the-wheel" experience, students should expect to give out-of-school time to this need if necessary.

4. Since the state of Vermont mandates thirty hours of classroom instruction, students cannot miss more than four classroom instruction periods for non-school related reasons.
5. Students must obtain permits prior to the first class. Placement in Driver Education courses cannot be guaranteed by the time students are eligible for a license.

If you wish to be considered for participation in the Driver Education Program and you meet the qualifications which apply, sign up for this course on your registration form as you would for any other course.

HOMEWORK EXPECTATIONS FOR DRIVER EDUCATION

It is strongly recommended that each student receive an additional 50 hours of supervised (parental) behind-the-wheel practice to supplement the six hours received during school. In addition, the student should expect to spend 30 minutes reading assigned materials for each class.

ENGLISH LANGUAGE LEARNING PROGRAM

ENGLISH LANGUAGE LEARNERS CENTER (ELL)

The ELL Center offers support to students from diverse language and cultural backgrounds. The center is staffed with instructors who get to know the students and help advocate for them in this new environment. We offer a program that parallels mainstream courses in order to provide support with the language and skills needed for success in high school. Professional interpreting is arranged for parents when communication with teachers is needed.

COURSES OF STUDY

(All courses require the recommendation of ELL teacher)

Grade	Number	Course
9-12	119	ELL Humanities Literacy
9-12	120	ELL ESS Literacy
9-12	116	ELL Living Systems Literacy
9-12	126	ELL Lab
9-12	117	ELL Enrichment

COURSE DESCRIPTIONS

ELL HUMANITIES LITERACY

Course 122: .5 credit

This class is a companion to Humanities class in alternate years. It supports the content and assignments of the mainstream course. In it, the language, concepts, and strategies needed to be successful in these and other social studies and language arts courses are explicitly taught. Students may receive either English or Social Studies credit for this class.

ELL ESS LITERACY

Course 120: .5 credit

This class is a companion to the Earth Science Systems class offered in alternate years. It supports the content and assignments of the course. It specifically instructs the language, concepts, and strategies needed to be successful in a parallel ESS course.

ELL LIVING SYSTEMS LITERACY**Course 116: .5 credit**

This class is a companion to the Living Systems class offered in alternate years. It supports the content and assignments of the course. It specifically instructs the language, concepts, and strategies needed to be successful in Living Systems course.

ELL LAB**Course 126: .5 or 1 credit**

This is an individualized English Language Learning course. An assessment of English language skills is conducted. A plan for addressing and practicing specific skills is designed and revisited regularly. Students work with the instructor, in small groups, and with software and workbooks.

ELL ENRICHMENT**Course 117: (credit is optional)**

This is a supported study time where students receive individual help with their language development and homework help for their content classes.

ENGLISH DEPARTMENT

- All students must successfully complete the equivalent of four full years of English AND students in the Class of 2019 and beyond must demonstrate graduation level achievement in all content area proficiencies (PBGRs) and Student Learning Expectations (SLEs).
- English content area proficiencies and the SLEs are embedded in all grade 9 and 10 English courses.
- In 9th and 10th grade, students will be assessed at the pre-graduation level.
- Students will be assessed at the graduation level in grades 11 and 12.
- 11th and 12th grade English courses that meet for one semester only do not address each of the content area PBGRs.
- Students will need to be thoughtful about their course choices in order to be sure they are addressing all of the English PBGRs.

11th & 12th Grade Semester Courses	Reading	Language	Writing	Listening & Speaking	Clear & Effective Communication	Informed & Integrative Thinking
Engaging with Literature	X		X		X	X
Grammar & Editing		X	X		X	X
British Literature	X		X	X	X	X
Poetry	X			X	X	X
Public Speaking			X	X	X	X
Advanced Composition		X	X	X	X	X
Advanced Composition: Memoirs		X	X	X	X	X

ENGLISH CREDIT

- Students may take as many as two English classes in one semester.

COURSES FOR FRESHMEN

GRADE	NO.	COURSE
9	145	Humanities
9	141	English 9

COURSES FOR SOPHOMORES

GRADE	NO.	COURSE
10	150	Honors American Studies
10	151	English 10
10	152	Honors English 10

FULL-YEAR ELECTIVES

GRADE	NO.	COURSE
11	160	Advanced Placement Language and Composition
11-12	163	Holocaust Studies (Team-taught for credit in English and Social Studies)
12	170	Advanced Placement English Literature
10-12	191	Cont. Health Issues in Fiction (Team-taught for credit in English and in Health)
11-12	171	Literature and Composition

SEMESTER ELECTIVES

GRADE	NO.	COURSE
11-12	192	Engaging with Literature
11-12	176	Grammar and Editing
11-12	175	British Literature
11-12	183	Poetry
11-12	186	Public Speaking
11-12	187	Advanced Composition
11-12	188	Writing Workshop
11-12	139	Advanced Composition: Writing Memoirs

COURSE DESCRIPTIONS

FULL-YEAR COURSES FOR FRESHMEN

HUMANITIES

Course 145 : 2 credits (1 credit English /1 credit Social Studies)

Humanities is a two-credit, team-taught course combining the curriculum of World History with world literature. Through collaboration in large and small groups – as well as independent work – students will study peoples of the past and present and explore these questions : What is civilization and what does it mean to be civilized? How does culture both unify and divide our societies? How do we measure progress? What makes a story – and how are stories similar despite culture, time, and geography? What truths can be communicated through literature? Student work is monitored for progress in English and Social Studies content proficiencies.

ENGLISH 9

Course 141: 1 credit

This heterogeneously-grouped course will provide students opportunity to practice skills that will lead them to proficiency. Our goal is to continue developing students' reading, writing, speaking, listening, analysis and critical thinking skills. Students will craft narratives, literary analysis essays, and arguments, and write informally to explore ideas; read classic and contemporary literature to better understand themselves and their places in the world; and read books of their own choice with the goal of fostering a community of readers. Students will be pushed to stretch their learning to the best of their abilities.

FULL-YEAR ELECTIVES FOR SOPHOMORES

HONORS AMERICAN STUDIES

(Grade 10)

Course 150: 2 credits (1 credit English /1 credit Social Studies)

How do literary works reflect history? Do the times create the people or do the people create the times? Honors American Studies is an intensive, interdisciplinary pre-AP course in which students learn through group cooperation, writing, and critical thinking. This course endeavors to reinforce the role literature plays in telling the story of American history. Students should expect a rigorous content level and pace. This course demands greater independence and responsibility, focusing on deeper learning and the development of higher level thinking skills. This course uses an AP level textbook.

ENGLISH 10

Course 151: 1 credit

(Grade 10)

All stories ask a question and then try to answer it. What questions are relevant to your own life? This course focuses on literature from the American canon (traditional list of famous American novels) as a basis for critical reading and writing of both fiction and nonfiction. Personal reading lists are developed to strengthen and reinforce reading skills and apply learning. Writing skills are emphasized, particularly using evidence to support an argument, position, or idea.

HONORS ENGLISH 10

Course 152: 1 credit

(Grade 10)

Time period plays a crucial role in human development. Consequently, how does a historical period affect individuals? This course focuses on American literature and how we see ourselves and our community through that writing. It examines whether individuals conform or not to the values of a specific society, how gender roles are constructed, and why it's important to write. Through thematic study of American literature, students learn and improve on critical reading and writing skills as well as language use and vocabulary. This is an intensive pre-AP course in which students learn through group cooperation, writing, and critical thinking. As an honors course, students should expect a rigorous content level and pace. This course demands greater independence and responsibility, focusing on deeper learning and the development of higher level thinking skills.

COURSES FOR JUNIORS AND SENIORS

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Course 160: 1 credit

(Grade 11)

How have writers of the past and present used nonfiction, fiction, poetry, and drama to communicate ideas? How can we employ the methods of these writers in our own communication? How can the process of writing lead to insight and meaning? Students start their work reading books during the summer and finish with an opportunity to earn college credit by taking a national three-hour examination given by the College Board. This course focuses on the development and revision of evidence-based analytic and argumentative writing and the analysis of nonfiction texts. Through discussion, writing, and presentations, we will build on the knowledge students bring to the course as well as prepare them for future courses in college. Self-discipline and reliability in completing homework are recommended skills for the course.

(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)

HOLOCAUST STUDIES

Course 163: 1 credit (.5 credit English/.5 credit Social Studies)

(Grades 11-12)

Socrates stated, "It is better to suffer an injustice than to commit one." Is that always true? How does this apply to the victimization of Jews by Nazi Germany? This course examines the complex and indefinable nature of human behavior as well as the social, political and

economic factors that helped Hitler, and other oppressors in history, rise to power. We stretch our thinking by considering why genocides continue to occur and if we are we obligated to work to stop oppression. Why do genocides continue to occur? Are we obligated to work to stop oppression? Holocaust Studies explores human behavior from a historical and literary perspective.

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE

Course 170: 1 credit

(Grade 12)

How does understanding what we read help us understand ourselves, others, and life? Advanced Placement English Literature requires students to go beyond comprehension to an understanding of how writing achieves its effects. Students start their work reading at least two books during the summer and finish with an opportunity to earn college credit by taking a national three-hour examination given by the College Board. The course presumes students' willingness to work to understand sophisticated prose and poetry from the late 16th century to the present. Students should also look forward to the challenge of sustained analysis of texts and frequent participation in full-class discussion. Students write some long essays on literary topics, and they write many timed essays to prepare themselves for the AP examination, always remembering writing means what it says. It is recommended that students enrolling in AP Literature possess strong writing skills and a willingness to become a better reader.

(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)

LITERATURE AND COMPOSITION

Course 171: 1 credit

(Grade 11-12)

This course will focus on reading, writing and language skills. The purpose of this course is to explore the ways literacy skills can support cross-disciplinary learning and have real-world applications, primarily around student-selected topics. Students will identify and read literature of many varieties, and set goals around reading growth. Students will maintain a volume of independent reading that includes a range of genres, authors, and purposes, and increases in complexity over the course of the school year. A major facet of this course includes independent inquiry research around various topics of interest, as well as project-based applications of that research. Students are expected to craft thoughtful and insightful pieces of writing in a variety of genres with careful attention to the conventions of the English language. Seeking and responding to feedback on reading, writing, and learning skills is expected, and most work will be taken through the revision process.

CONTEMPORARY HEALTH ISSUES IN FICTION

Course 191: 1 credit English (satisfies Health requirement)

(Grades 11-12)

How do the decisions people make impact the quality of their lives? Students will understand that health is not just the absence of disease and that mindful practices enrich all aspects of wellness. Interpersonal communications and coping skills will be taught to aid students in making decisions about self-concept, goals, diet, stress, sexuality, substances, wellness and peers. Through literature, informational texts and discussions, students will examine issues that are going on in their daily lives. Completion of this course satisfies the health graduation requirement and 1 credit in English. Sophomores, juniors, and seniors may sign up for this course.

SEMESTER ELECTIVES

ENGAGING WITH LITERATURE

Course 192: .5 credit

(Grades 11-12)

What does it mean to be part of a literate community? What is the importance of the author's craft? In this course, learn how reading is a multifaceted process that promotes understanding of the world and use

writing to express your thoughts and opinions. Choose your own books to exercise your reading skills, build reading strategies, as well as form a habit of reading for pleasure.

GRAMMAR AND EDITING

Course 176: .5 credit

(Grades 11-12)

What are the basic grammatical structures of English, and how do speakers and writers use these structures to communicate? How can an understanding of grammar, language structures, and ways of linking words

lead to the editing of drafts of writing? What are the basic approaches to editing? This course includes units of study that will familiarize students with grammatical structures and analysis of sentences. Editing practice will connect grammatical knowledge and readers' needs to the editing of real student-written drafts. Skills will be sharpened for making drafts clear and easy to read.

BRITISH LITERATURE

Course 175: .5 credit

(Grades 11-12)

This course will be offered every other year. It will be available 2017-18. Why have certain pieces of literature written in England, from long ago to the present, continued to communicate to readers down through the ages? What is it about this literature that still attracts and influences readers and writers of our own time? We will talk about how culture affects literature and how literature influenced or was influenced by ideas of human equality and historical events. We will practice ways to approach reading this type of literature and poetry, and we will find meaning in short stories through the writing process. Through discussion, writing and presentations, we will build on the knowledge students bring to the course as well as prepare them for future courses in college.

POETRY

Course 183: .5 credit

(Grades 11-12)

Poetry – spoken aloud – preceded written language. It is with this understanding that students enrolled in this course approach the poetry of the past, right alongside contemporary written and spoken poetry. Students answer essential questions like, What makes a poem a poem? How does poetry differ from prose? How do people write poetry, and who are the writers in the canon of the past? In order to write their own poetry, students read widely and deeply, asking, What are the different styles of poetic forms? and What place or importance does poetry have in my life?"

PUBLIC SPEAKING

Course 186: .5 credit

(Grades 11-12)

Why is it important to speak well in public? What characterizes constructive criticism? How do we know when we are effective listeners? How can we improve our speaking skills? Students who take this course determine their own goals and use teacher feedback and peer feedback to help reach those goals. This course includes various speaking activities, formal speeches including a public reading and tribute as the exam.

WRITING WORKSHOP

Course 188: .5 credit

(Grades 11-12)

Why is it important to know how to write well? What truths can be revealed through writing? The answers to these questions, and more, are revealed in this course. Students will discover that good writing does not begin with structure and that reading is a model for writing. Learn how writing is a helpful tool in life. Students who have earned credit for Advanced Composition may not take Writing Workshop.

ADVANCED COMPOSITION

Course 187: .5 credit

(Grades 11-12)

Students strengthen their writing skills by learning how to express their ideas and experience in logical, convincing, and meaningful ways. Students explore new ideas pertaining to their writing: How do audience and purpose influence writing? What are the differences between drafting, revising, and editing? How can I engage my readers' attention? Reading and discussing examples of effective writing develops skills. Students participate in a public reading as part of the final exam.

ADVANCED COMPOSITION: WRITING MEMOIRS

Course 139: .5 credit

(Grades 11-12)

Why is it important for us to share our stories? What does it mean to bear witness? To not only tell the story but also have the story be heard and acknowledged? Memoir writing focuses on the relationship between the writer and a particular person, place, animal or object. It incorporates pieces of who we are and where we come from as it celebrates culture and diversity. Become part of a community of writers focused on discovering the art and process of creating a memoir, learning about others and sharing our commonalities and differences. Students read memoirs as models for their own writing and use professional writers as models for learning about author's craft. This writing intensive course may require participation in activities outside of the school day and culminates in the public sharing of memoirs. Advanced Composition I is not a prerequisite for this course.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

- **Students must successfully complete one semester or the equivalent of health education AND must demonstrate graduation level achievement in all content area proficiencies (PBGRs) and Student Learning Expectations (SLEs) in all health courses.**
- **Health content area proficiencies and the Student Learning Expectations (SLEs) are embedded in all health courses.**

The Family and Consumer Science Department is a place where you can practice your human relations and communications skills, learn more about healthy physical, mental, emotional and social development, and practice independent living skills that will help you now, on the job and in the future when you are on your own. You can test out your ideas about marriage, family life, child rearing, and family stress such as divorce and family violence.

GRADE NO. COURSE

10-12	758	Health and Human Development Issues (Required for Graduation)
11	760	Peer Leadership I
12	781	Peer Leadership II
10-12	191	Contemporary Health [^] Issues in Fiction
9-12	794	Independent Living

[^] team-taught for Health & English credit; meets Health graduation req.

COURSE DESCRIPTIONS

HEALTH AND HUMAN DEVELOPMENT ISSUES

Course 758: .5 credit

How do you best help yourself and help a friend? When do you need to ask for help, and to whom should you turn? Throughout this one-semester class, students will learn that the decisions they make will impact the quality of their lives and the lives of others. Interpersonal communication and coping skills are taught to aid students in making decisions about such issues as wellness, diet, stress, sexuality, and relationships; and that mindfulness enriches all aspects of wellness. Completion of this course satisfies the Health graduation requirement.

PEER LEADERSHIP I

Course 760: .5 credit

Participants in the Peer Leadership I class will prepare to become SLAM leaders in their senior year. Interested students must submit an application when they register for Peer Leadership I (available on NEO). Participants will experience and lead team-building activities and consider 'where should we look for ideal leadership?'

PEER LEADERSHIP II

Course 781: 1 credit

Participants in the Peer Leadership class become co-facilitators of the Freshman SLAM (Student Leadership Advisory Meetings) groups. Members of the class participate in a two-day retreat prior to the opening of school, assist with Freshman orientation, meet outside of class to prepare and process SLAM sessions, and facilitate SLAM groups. Participants will consider 'What makes an effective leader?' Participants for Peer Leadership II must be seniors and are selected through an application process (applications available on NEO).

CONTEMPORARY HEALTH ISSUES IN FICTION

Course 191: 1 credit English (satisfies Health requirement)

How do the decisions people make impact the quality of their life? Students will understand that health is not just the absence of disease and mindful practice enriches all aspects of wellness. Interpersonal communications and coping skills will be taught to aid students in making decisions about such issues as self-concept, goals, diet, stress, sexuality, substances, wellness and peers. Through readings and discussions students will examine issues that are going on in their daily lives. Completion of this course satisfies the Health graduation requirement and 1 credit in English. Juniors, and seniors may sign up for this course.

INDEPENDENT LIVING

Course 794: .5 credit (Grades 9-12)

What do you need to learn before you start living on your own? What skills are necessary to survive and thrive in the "real world"? How do lifestyle, education and goals influence career choice? All this and more in Independent Living! Students will experience and practice future living skills such as meal planning & preparation, buying a vehicle, managing a bank account and credit/debit card, preparing a 1040EZ, basic clothing upkeep and renting an apartment; just to name a few. The Independent Living course is designed to provide valuable, hands-on information that will be useful for a lifetime!

MATHEMATICS DEPARTMENT

- All students must successfully complete the equivalent of three full years of Math AND students in the Class of 2019 and beyond must demonstrate graduation level achievement in all content area proficiencies (PBGRs) and Student Learning Expectations (SLEs).
- Math content area proficiencies and the SLEs are embedded in all math courses.
- In Math 1 and Math 2, students will be assessed at the pre-graduation level.
- Students will be assessed at the graduation level in Math 3 and beyond.

<u>NO.</u>	<u>COURSE</u>
425	Foundations for Proficiency
434	Math 1 (Level 1)
435	Math 1 (Level 2)
441	Math 2 (Level 1)
438	Math 2 (Level 2)
439	Math 3 (Level 1)
440	Math 3 (Level 2)
455	Consumer Math
463	Probability and Statistics
464	Advanced Placement Statistics
470	Advanced Placement Calculus (AB)
471	Calculus-Level 1
490	Advanced Placement Calculus (BC)
459	Discrete Math

OUT-OF-CLASS ASSIGNED WORK POLICY

With few exceptions, out-of-class work will be assigned to students for each period that a math class meets. Out-of-class assigned work is as important as class interaction. Proper out-of-class preparation improves class participation due to increased student confidence.

Out-of-class preparation:

1. promotes independent learning,
2. fosters more productive class discussion and work sessions,
3. expedites the learning process.

The length of out-of-class assignments will vary with the course.

TECHNOLOGY

Calculators and laptops are used to enhance the learning experience throughout the mathematics curriculum. Laptops are provided via the SBHS 1:1 program. The SBHS Math Department recommends students in Math 1 and higher buy their own graphing calculator. Specifically, we recommend the Texas Instruments TI-84 Plus. Students who are unable to buy their own graphing calculator will be provided with a loaner.

COURSE DESCRIPTIONS

FOUNDATIONS FOR PROFICIENCY

Course 425: 1 credit

Students who take this course will understand that arithmetic skills provide a gateway to advanced mathematics. As they become proficient with skills involving rational numbers, they will also learn how mathematical models and reasoning relate to situations outside of the classroom. At the successful conclusion of this course, a student will be prepared for Mathematics 1 (Algebra modeling, Statistics, and Geometry). Recommended Prep: Completion of Grade 8 Math and teacher recommendation.

MATH 1 LEVEL 1

(Algebra modeling, Statistics, and Geometry)

Course 434: 1 credit

Students will develop an understanding of foundational algebraic, geometric, and statistical reasoning through examinations of applied problems. They will learn how to represent many practical circumstances with mathematics and understand connections between

mathematics and their world. Additionally, they will become familiar with statistical methods used to communicate trends and patterns that they encounter. This course is the first in a series of three. It will prepare students for their post-secondary plans as stated in the College and Career Readiness Standards. Students in this level 1 course will be provided with the opportunity to become proficient with the relevant Plus Common Core State Standards in Math.

Recommended Prep: Minimum grade of A- in Grade 8 Math.

MATH 1 LEVEL 2

(Algebra modeling, Statistics, and Geometry)

Course 435: 1 or 2 credits

Students will develop an understanding of foundational algebraic, geometric, and statistical reasoning through examinations of applied problems. They will learn how to represent many practical circumstances with mathematics and understand connections between mathematics and their world. Additionally, they will become familiar with statistical methods used to communicate trends and patterns that they encounter. This course is the first in a series of three. It will prepare students for their post-secondary plans as stated in the College and Career Readiness Standards. Students in this level 2 course have extra time to become proficient with the curriculum because it meets every day. Students in this level 2 course will be provided with the opportunity for extra time to become proficient with the curriculum. In addition to learning the mathematical content, students who enroll in this level 2 course will work to further develop their executive functioning skills. Recommended Prep: Satisfactory completion of Grade 8 Math and teacher recommendation.

MATH LAB 1

Course 430: 1 credit

Students who take this course focus on content mastery of learning targets defined by their parallel math course. This course is structured through self-assessment, additional varied resources, and pre-teaching of future content standards. This course is not a study hall. Students also focus on the development of their executive functioning skills. Students will be assessed on their proficiency in communication, problem solving and self-direction aligned with the South Burlington High School graduation standards. This course is co-taught with a math teacher and special educator to support students in mastery of content and executive functioning skills.

MATH 2 LEVEL 1

(Algebraic Solutions, Statistics, and Geometry)

Course 441: 1 credit

Students will be solving linear, quadratic, polynomial, exponential equations and inequalities (where appropriate). Additionally, students will learn how to create good surveys, collect valid data and continue their study of geometry. This course is the second in a series of three. It will prepare students for their post-secondary plans as stated in the College and Career Readiness Standards. Students in this level 1 course will be provided with the opportunity to become proficient with the relevant Plus Common Core State Standards in Math. Recommended Prep: Minimum grade of B Math 1 Level 1.

MATH 2 LEVEL 2

(Algebraic Solutions, Statistics, and Geometry)

Course 438: 1 or 2 credits

Students will be solving linear, quadratic, polynomial, exponential equations and inequalities (where appropriate). Additionally, students will learn how to create good surveys, collect valid data and continue their study of geometry. This course is the second in a series of three. It will prepare students for their post-secondary plans as stated in the College and Career Readiness Standards. Students in this level 2 course will be provided with the opportunity for extra time to become proficient with the curriculum. In addition to learning the mathematical content, students who enroll in this level 2 course will work to further develop their executive functioning skills. Recommended Prep: Satisfactory completion of Math 1 and teacher recommendation.

MATH LAB 2

Course 431: 1 credit

Students who take this course focus on content mastery of learning targets defined by their parallel math course. This course is structured through self-assessment, additional varied resources, and pre-teaching of future content standards. This course is not a study hall. Students also focus on the development of their executive functioning skills. Students will be assessed on their proficiency in communication, problem solving and self-direction aligned with the South Burlington High School graduation standards. This course is co-taught with a math teacher and special educator to support students in mastery of content and executive functioning skills. Math Lab 2 is assessed on a Pass/Fail basis.

MATH 3 LEVEL 1

(Algebraic Applications, Statistics, and Geometry)

Course 439: 1 credit

Students will be building on their mathematical learning by interpreting and analyzing a variety of equations and inequalities with a focus on trigonometry. Theorems and construction will be the main geometric themes as students learn about similarity, congruence, and transformations. Additionally, students will explore the ideas of independence and conditional probability. This course is the third in a series of three. It will prepare students for their post-secondary plans as stated in the College and Career Readiness Standards. Students in this level 1 course will be provided with the opportunity to become proficient with the relevant Plus Common Core State Standards in Math. Recommended Prep: Minimum grade of B in Math 2 Level 1.

MATH 3 LEVEL 2

(Algebraic Applications, Statistics, and Geometry)

Course 440: 1 or 2 credits

Students will be building on their mathematical learning by interpreting and analyzing a variety of equations and inequalities with a focus on trigonometry. Theorems and construction will be the main geometric themes as students learn about similarity, congruence, and transformations. Additionally, students will explore the ideas of independence and conditional probability. This course is the third in a series of three. It will prepare students for their post-secondary plans as stated in the College and Career Readiness Standards. Students in this level 2 course will be provided with the opportunity for extra time to become proficient with the curriculum. In addition to learning the mathematical content, students who enroll in this level 2 course will work to further develop their executive functioning skills. Recommended Prep: Satisfactory completion of Math 2 and teacher recommendation.

MATH LAB 3

Course 432: 1 credit

Students who take this course focus on content mastery of learning targets defined by their parallel math course. This course is structured through self assessment, additional varied resources, and pre-teaching of future content standards. This course is not a study hall. Students also

focus on the development of their executive functioning skills. Students will be assessed on their proficiency in communication, problem solving and self direction aligned with the South Burlington High School graduation standards. This course is co-taught with a math teacher and special educator to support students in mastery of content and executive functioning skills. Math Lab 1 is assessed on a Pass/Fail basis.

CONSUMER MATHEMATICS

Course 455: 1 credit

This course provides the student with a survey of some of the major financial topics that one encounters after high school. Topics covered will encourage students to look into the role mathematics plays in our everyday decisions and think about how the decisions made today impact professional and financial goals for the future. This course also reinforces fundamental concepts of arithmetic and technology as a way to recognize how mathematical reasoning can be used to make more informed choices in life. Recommended Prep: 2 credits of HS math.

PROBABILITY AND STATISTICS

Course 463: 1 credit

Students will learn how to sift through raw data and make informed decisions about the world around them. While the course does follow the course of studies recommended by the College Board (exploratory analysis, planning and conducting a study, probability and statistical inference) the pace is more moderate than that of the AP class and does not include AP specific topics. In order to better their understanding, students will also learn to use the TI-83 Plus graphing calculator and Fathom statistical analysis software. Recommended Prep: Minimum C in Math 3

ADVANCED PLACEMENT STATISTICS

Course 464: 1 credit

This largely project-based course emphasizes crafting thoughtful, contextual narrative in response to the problems encountered as well as using the tools and techniques of data analysis. The AP Statistics course follows the College Board Advanced Placement curriculum, divided into four major themes: exploratory analysis, planning and conducting a study, probability, and statistical inference. Students will explore each of these areas in depth. Technology will be an integral part of the course with students using graphing calculators and statistical analysis software, specifically Fathom, on a regular basis. Recommended Prep: Minimum B in Math 3 Level 1. *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

ADVANCED PLACEMENT CALCULUS (AB)

Course 470: 1 credit

Calculus AB follows the College Board Advanced Placement course curriculum, spending equal time on differentiation and integration. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students enrolled in AP Calculus AB will be expected to complete a summer assignment. Recommended Prep: Minimum B+ in Math 3 Level 1 and teacher recommendation. *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

CALCULUS LEVEL I

Course 471: 1 credit

This course is offered to the capable mathematics student who does not require the accelerated pace and theoretical aspects of Calculus 470. The course is founded upon the idea that the limit is the cornerstone of calculus. With this important idea, we establish that differentiable functions are locally linear. The course focuses on the shapes of functions. Through differentiation we explore rates of change, and through integration we explore displacement. In both cases the course

applies these concepts to mathematical models of the physical world. Graphing calculators are used in this course. Recommended Prep: Minimum A in Math 3 Level 2 or minimum B in Math 3 Level 1.

ADVANCED PLACEMENT CALCULUS (BC)

Course 490: 1 credit

Calculus BC follows the College Board Advanced Placement course curriculum. It covers all topics covered in AP Calculus AB in addition to those found in a second-year calculus course. This is a fast-paced, highly rigorous course. In addition to daily homework, there are weekly long-term assignments. All students enrolled in AP Calculus BC will be expected to complete a summer assignment which covers the first chapter of the textbook. The course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The

TI-89 graphing calculator is used in this course. Recommended Prep: Minimum A in Math 3 Level 1 and teacher recommendation. *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

DISCRETE MATH

Course 459: 1 credit

This course in discrete mathematics will draw from topics in the following areas of study: basic counting methods, the binomial theorem, recursion and generating functions, graph theory, logic and truth tables, Latin squares, set theory, inclusion-exclusion, and fair division & voting. Also contained within this course is a unit on personal finance. This is a year-long course that will be structured in a problem solving format which will promote assisted discovery, communication of process and examination of alternate solution routes.

PHYSICAL EDUCATION DEPARTMENT

- Students must successfully complete six quarters (1.5 years) or the equivalent of physical education.
- Physical Education content area proficiencies and the Student Learning Expectations (SLEs) are embedded in all Physical Education courses.

GRADE NO. COURSE

9-12	057	Personal Fitness - Muscular Fitness
9-12	058	Personal Fitness - Speed/Agility
9-12	069	Fitness Walking
9-12	078	Recreational Sports
9-12	079	Self-Defense
10-12	071	Virtual Personal Fitness - Fall (up to .25 credits)*
10-11	072	Virtual Personal Fitness - Winter (up to .25 credits)*
10-11	073	Virtual Personal Fitness - Spring (up to .25 credits)*
9-12	068	Yoga
9-12	052	Womens' Crisis Prevention
9-12	065	TAPS/Basketball Games
9-12	074	Arena Football
9-12	075	Indoor Soccer
9-12	070	Team Handball
9-12	060	Floor Hockey
9-12	080	Tennis
9-12	076	Badminton
9-12	077	Volleyball
9-12	054	Ultimate Frisbee
9-12	061	Period 0 Fitness - Basketball**
9-12	062	Period 0 Fitness - Ice Hockey**
9-12	063	Period 0 Fitness - Speed School**

* to include independent credit (led by qualified instructor) and athletics

** to be a fitness-based class that would incorporate activity-based units

PLEASE NOTE!

1. The only course with a grade restriction is Virtual PE. You must be a second-semester sophomore, a junior, or first-semester senior in order to sign up for the course.
2. Only one fitness class may be taken per quarter. This is due to concern by instructors of overtraining and injury to students.

COURSE DESCRIPTIONS

PERSONAL FITNESS - MUSCULAR FITNESS

Course 057: .25 credit

What effect does personal fitness have on my total well-being? What are the principles behind physical fitness? This course provides training

in three of the five aspects of health-related fitness: muscular strength,

muscular endurance, and body composition. Students will participate in a developmentally appropriate training program designed to achieve and maintain a level of muscular strength and endurance within a healthy fitness zone. Training will include instruction and participation in a variety of activities that support muscular strength and endurance. The academic component of the course will focus on the principles of training as they apply to these areas of fitness and their application by the individual.

PERSONAL FITNESS - SPEED/AGILITY

Course 058: .25 credit

What effect does personal fitness have on my total well-being? What are the principles behind physical fitness? This course provides training in two of the five aspects of health-related fitness: muscular endurance and flexibility. This course will incorporate many different tools and techniques to develop speed and agility. Students will be expected to move quickly and consistently in class as they train daily for improvement. Straight-ahead speed, lateral speed, static and dynamic balance, reaction time, and explosiveness will be the highlights of this course. The academic component of the course will focus on the principles of training as they apply to these areas of fitness and their application by the individual.

FITNESS WALKING

Course 069: .25 credit

What effects does regular physical activity have on my body? How can walking help develop and maintain physical fitness? This quarter-long Fitness Walking course will provide the participants opportunities for personal enjoyment, challenges, self-expression, and social interactions. The participant will realize that fitness walking will allow for their creativity in maintaining a healthy lifestyle. The fitness walker will understand why physical fitness is important in living a healthy lifestyle beyond this course. The walker will learn how to measure their fitness levels and how to maintain their optimal level of fitness.

RECREATIONAL SPORTS

Course 078: .25 credit

What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? Recreational Sports is designed to provide opportunities for the students to elect individual and team activities that have carryover value associated with them. These lifetime activities allow for mixed grade, co-educational participation and will provide a variety of life and leisure time offerings. The Recreational Sports objectives include assisting students in the development of physical

fitness and motor ability; aiding the student's physical, mental, and social growth; and offering activities which facilitate meeting these program objectives. Activities may include: Field Hockey, Lacrosse, Golf, Tennis, Frisbee, Bowling, Soccer, Flag Football, Volleyball, Personal Fitness, Aerobics, Badminton, Table Tennis, Lacrosse, Indoor Soccer, Cross-Country Skiing, Racquetball, Pickleball, Team Handball, and Gatorball.

SELF-DEFENSE

Course 079: .25 credit

What alternative approach is there for me to develop my physical fitness and learn a helpful tool? What is the relationship between self-defense and well-being? This course is geared for those who have little or no knowledge of combative activities. Students are taught simple karate skills such as punches, kicks, pokes, and/or releases easily utilized if there is a simple physical threat. Emphasis is placed on preventative measures for personal protection.

VIRTUAL PERSONAL FITNESS

Course 071, 072, 073: .25 credit

Can I receive credit for something I do outside the school day? How can I relate athletics and outside activity to the standards set by the SBHS PE Department? What is the value of what I do in my own time? The Physical Education Department will give PE credit toward graduation for participation in SBHS interscholastic activities or specific out-of-school activities which meet certain criteria consistent with departmental practice and philosophy. This credit is only available to second-semester sophomores, juniors, and first-semester seniors who achieve PE objectives while involved in interscholastic athletics and are on the final team rosters at the end of each sport season or students who demonstrate and participate in a rigorous, consistent, and supervised physical activity outside of the school day. The objectives of this course include improving physical development, hand-eye coordination, physical strength, and general motor ability. Individual programs will be designed to meet the student's specific needs and will be online/moodle based. Students will be required to do readings, complete assignments, and document activity. One-quarter (.25) credit can be earned per sport season, or per out-of-school activity, to a maximum of one-half (.50) credit (two sport seasons).

YOGA

Course 068: .25 credit

How can I learn to better understand my body? How does spatial awareness and self-reflection help develop personal well-being? This class will be centered on a consistent Yoga practice to further enhance strength, flexibility, and balance. We will deeply explore the ancient practice of Yoga in a variety of poses and styles. We will use a variety of strength-training equipment including stability balls, medicine balls, and giant rubber bands. Students will develop a personal training program centered on a healthy lifestyle and work towards achieving their own strength, flexibility, and balance-related goals.

WOMEN'S CRISIS PREVENTION

Course 052: .25 credit

Is there a relationship between physical education and crisis prevention/safety? What skills can you learn to help you react in crisis situations? This course is a self-defense course specifically designed for learning tools and techniques to keep women safe. Students will be taught strategies to avoid and resolve conflict effectively and quickly.

TAPS / BASKETBALL GAMES

Course 065: .25 credit

This fitness-based basketball course is designed for the student looking to enhance personal fitness in a recreational basketball setting. Students will be able to develop their muscular fitness, cardiovascular speed, agility, and balance. This basketball-based approach to improved fitness will be centered on recreational TAPS game play for students of all skill levels.

ARENA FOOTBALL

Course 074: .25 credit

How can I learn to better understand the game of football? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? Arena Football is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Arena Football objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

INDOOR SOCCER

Course 075: .25 credit

How can I learn to better understand the game of soccer? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? Indoor Soccer is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Indoor soccer objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

TEAM HANDBALL

Course 070: .25 credit

How can I learn to better understand the game of Team Handball? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? Team Handball is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Team Handball objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

FLOOR HOCKEY

Course 060: .25 credit

How can I learn to better understand the game of Floor Hockey? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? Floor Hockey is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Floor Hockey objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

TENNIS

Course 080: .25 credit

How can I learn to better understand the game of Tennis? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? The Tennis class is designed to provide opportunities for the students to elect an individual activity that will have lasting value associated with lifetime fitness. Tennis objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

BADMINTON

Course 076: .25 credit

How can I learn to better understand the game of Badminton? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? Badminton is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Badminton objectives include assisting students in the

development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

VOLLEYBALL

Course 077: .25 credit

How can I learn to better understand the game of Volleyball? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? The volleyball class is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Volleyball objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

ULTIMATE FRISBEE

Course 054: .25 credit

How can I learn to better understand the game of Ultimate Frisbee? What are some different activities that will improve my overall personal well-being? What is the relationship between these activities and physical/emotional fitness? The Ultimate class is designed to provide opportunities for the students to elect team activities that have carry-over value associated with them. Ultimate Frisbee objectives include assisting students in the development of physical fitness and motor ability; aiding the student's physical, mental, and social growth; and offering an activity which facilitates meeting these program objectives.

I can't fit Physical Education into my already busy schedule. Is there a way to participate in Physical Education in a way that doesn't conflict with my other classes?

PERIOD ZERO FITNESS - BASKETBALL

Course 061: .25 credit

This fitness-based basketball course is designed for the student looking for time in their schedule to enhance personal fitness in a recreational basketball setting without the time constraints of the normal school day. Students will be able to develop their muscular fitness, cardiovascular speed, agility, and balance training before the school day begins. This basketball based approach to improved fitness will be centered on recreational game play for students of all skill levels.

PERIOD ZERO FITNESS - ICE HOCKEY

Course 062: .25 credit

This fitness-based ice hockey course is designed for the student looking for time in their schedule to enhance personal fitness without the time constraints of the normal school day. Students will be able to develop their muscular fitness, cardiovascular speed, agility, and balance before the school day begins. This course will be a comprehensive fitness program developed for the athlete within all of us. This course will take place at Cairns Arena. Proper equipment is required.

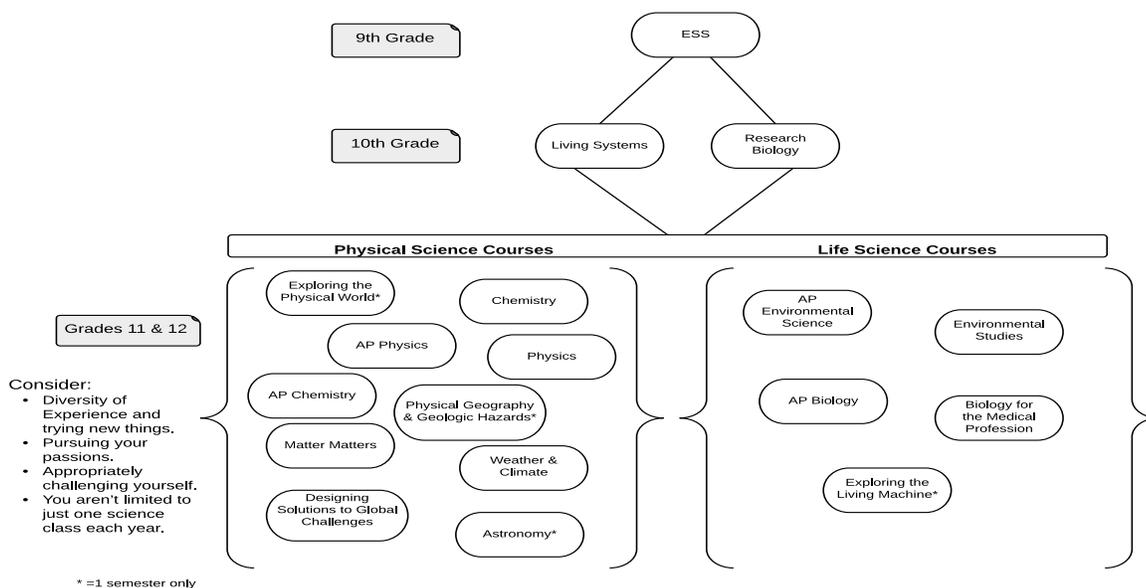
PERIOD ZERO FITNESS - SPEED SCHOOL

Course 063: .25 credit

This fitness-based speed/agility course is designed for the student looking for time in their schedule to enhance personal fitness without the time constraints of the normal school day. Students will be able to develop their muscular fitness, cardiovascular speed, agility, and balance before the school day begins. This course will be a comprehensive fitness program developed for the athlete within all of us.

SCIENCE DEPARTMENT

- Students must successfully complete the equivalent of three full years of Science AND must demonstrate graduation level achievement in all content area proficiencies (PBGRs) and Student Learning Expectations (SLEs).
- Science content area proficiencies and the SLEs are embedded in all science courses.
- In 9th and 10th grade, students will be assessed at the pre-graduation level.
- Students will be assessed at the graduation level in grades 11 and 12.



SCIENCE DEPARTMENT

GRADE NO COURSE

9	341	Earth/Space Systems (ESS)
10	350	Research Biology
10	351	Living Systems

All students will be required to take ESS & Living Systems or Research Biology prior to taking other science courses. Exceptions to this may be granted by the Curriculum Area Supervisor (CAS).

GRADE NO COURSE

11-12	360	AP Chemistry
11-12	361	Chemistry
11-12	362	Matter Matters: Current Applications in Chemistry
11-12	364	Exploring the Human Machine
11-12	365	Exploring the Physical World
11-12	367	Weather, Climate, and Atmospheric Studies
11-12	369	Environmental Studies
11-12	370	AP Environmental Science
11-12	371	Biology for the Medical Profession
11-12	380	AP Physics
11-12	381	Physics
11-12	382	Physical Geography and Geologic Hazards
11-12	384	Astronomy
11-12	390	AP Biology
11-12	383	Research and Design Seminar
11-12	818	Designing Solutions to Global Challenges

COURSE DESCRIPTIONS

EARTH/SPACE SYSTEMS (ESS)

Course 341: 1 credit

Students will explore how forces change the interactions among different Earth/Space systems. Students will investigate fundamental physical science principles in order to model and explain these systemic changes. Alternative Energy and climatic patterns will also be studied. This will allow students to become better stewards of our planet, be able to care for ourselves, and appreciate the world around us.

ADVANCED PLACEMENT BIOLOGY

Course 390: 1.5 credits

AP Biology is a college-level life science offering. This course offers an in-depth study of molecular and cellular biology as well as genetics, evolution, and populations through laboratory investigations, group projects, individual research, and classroom activities. A comprehensive look at bioethical issues and the impact of science on society will be at the forefront. Students in this class should be passionate about the subject area and have disciplined independent work habits. Prerequisites: Confident completion of Biology 350/351 and Chemistry 360/361 and/or CAS approval. *(It is strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

RESEARCH BIOLOGY

Course 350: 2 credits

Research Biology is designed for students with a strong interest in science who are independently motivated to develop a rigorous year-long scientific investigation. A small amount of summer work is expected. In addition to the year-long project, students will study biology to a greater depth and at a faster pace than those in Living Systems. Confident completion of ESS is suggested.

LIVING SYSTEMS

Course 351: 1 credit

Living Systems is an in-depth study of biological principles through inquiry-based laboratory investigations and outside readings as well as classroom activities. Students will learn the same topics and have some similar assessments as those in Research Biology but not necessarily to the same depth or pace. Successful completion of ESS is required.

BIOLOGY FOR THE MEDICAL PROFESSION

Course 371: 1 Credit

Students will have authentic, hands-on opportunities to actively explore areas that are integral to health care-related careers including current methods, technology, terminology, and specific content knowledge. This course is designed for students interested in pursuing careers in Nursing, Physical Therapy, Emergency Medicine, Radiology, Veterinary Medicine, as well as other general health care-related occupations. Prerequisite: Students are expected to have successfully completed either Research Biology or Living Systems.

ADVANCED PLACEMENT CHEMISTRY

COURSE 360: 1.5 credits

AP Chemistry is taught at the college level and adheres to the expectations of the College Board for an AP course. Students study topics in greater depth and do more laboratory work than other chemistry courses. Students are required to complete summer work before the start of the course in the fall. In addition, students are expected to have confidently completed all other science courses and be concurrently enrolled in Math3+ or Calculus throughout the year. Students may also seek permission for entrance from the Science CAS. *(It is strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

CHEMISTRY

Course 361: 1.5 credits

Chemistry is a course designed for those students wanting to develop a solid foundation in chemistry. Prospective students should have a well-developed understanding of mathematical principles and the ability to apply them to situations requiring abstract reasoning. Through laboratory exercises and classwork, students will sequentially investigate a variety of foundational topics in inorganic chemistry. Prerequisites: Successful completion of ESS and Research Biology or Living Systems and enrollment in Math3.

MATTER MATTERS:

CURRENT APPLICATIONS IN CHEMISTRY

Course 362: 1.5 credit

This course is designed for students who are interested in a topical approach to chemistry. It provides students with an introduction to the fundamentals of chemistry within specific contexts such as forensics, environmental chemistry, food chemistry, and household products. The course is more open-ended in its design and does not follow the same sequence as other chemistry courses. Prerequisites: Successful completion of ESS and Research Biology or Living Systems. Enrollment in Math3 is recommended.

ADVANCED PLACEMENT PHYSICS

Course 380: 1.5 credits

Advanced Placement Physics follows a national curriculum that is approved by the College Board and is designed to be equivalent to a first-semester college course in algebra-based physics as well as to prepare students for the national AP Physics Year 1 Exam. AP Physics uses a college-level textbook, offers a rigorous laboratory program, has a strong emphasis on calculations and principles, and covers core topics with a high level of depth. Students who wish to take this class must be committed to maximizing their time in class and to individual work time outside of class. No prior coursework in physics is necessary for students to enroll in AP Physics. The AP Physics curriculum utilizes algebraic manipulations as well as the basic use of trigonometric functions. Students should learn these skills in either a prior or concurrent math course and will practice and apply them within the course itself. *(It is strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

PHYSICS

Course 381: 1.5 credits

Physics is a lab-based study of kinematics, forces, momentum, energy, basic wave motion, sound and light behavior, the electromagnetic spectrum, static and current electricity, and magnetic and electric fields. Computers are used to capture and analyze data as well as to create models to match the observed data. Students' development as independent learners is emphasized. Students should be confident with their mathematical skills and be enrolled in Math 3.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Course 370: 1.5 credits

This is a cross-disciplinary course incorporating elements of study from biology, chemistry, earth science, and environmental studies. APES is a college level class that stresses scientific practices with a strong laboratory component. The course follows a curriculum approved by the College Board designed to provide students with the principles, concepts, and methodologies needed to understand the natural world and to analyze environmental issues. Topics will be addressed through discussions, role-plays, field trips, and consultants. This course is open to juniors and seniors who have confidently completed Living Systems or Research Biology and Math2. *(It is strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

ENVIRONMENTAL STUDIES

Course 369: 1 credit

Environmental Studies is an elective full-year course for the student interested in the science of human impact on local and global ecosystems. The successful student will have a keen interest in the environment, especially Vermont's, and an interest in solving individual and political environmental problems. It is a lab-based and field work-oriented science class where data will be collected and analyzed. Formal lab reports will be produced along with considerable outside reading with both written and oral analysis. All areas of human and environmental interaction will be considered, including some basic science review. Topics will cover ecology, earth science, weather, water, soil, air, population, energy, alternative energy, and case studies illustrating current attempts to correct and prevent environmental damage. Local resources will be called upon to demonstrate many of the concepts and issues presented in the class. This course is open to juniors and seniors who have successfully completed Living Systems or Research Biology and Math2.

WEATHER, CLIMATE, AND ATMOSPHERIC STUDIES

Course 367: 1 credit

This course is focused on developing a basic understanding of the atmosphere and the processes that constantly shape and change it. Topics of study will be climate, global warming, weather prediction, and a look at extreme weather phenomena, including hurricanes, El Nino, and tornados. This course is open to juniors and seniors who have successfully completed Living Systems or Research Biology and Math2.

PHYSICAL GEOGRAPHY AND GEOLOGIC HAZARDS

Course 382: .5 Credit

Physical Geography provides an opportunity to understand the complex physical environment in which human beings live. Students will study the dynamics of land formation, soil science, and watershed processes. Throughout the course, students look at patterns of human activity that respond to and often change the landscape. This includes a study of valuable earth resources and the potential hazards posed by geologic processes such as earthquakes, volcanoes, floods, and tsunamis. Students will also learn about the current applications of cartography, digital mapping, and GIS. This course is open to juniors and seniors who have successfully completed Living Systems or Research Biology. The mathematics involved is limited to topics learned in Math 1 and 2 plus a few skills that will be taught within the course.

EXPLORING THE HUMAN MACHINE: UTILIZING TECHNOLOGY TO BETTER UNDERSTAND ONESELF AND THE ENVIRONMENT

Course 364: .5 Credit

Are you looking for an opportunity to make life science relevant to your daily life? This hands-on, project-oriented course will use authentic technological tools to study and model the fundamental functions and systems of the human body, life systems, and the environment.

EXPLORING THE PHYSICAL WORLD: DESIGN/ CONSTRUCTION SOLUTIONS FOR REAL WORLD CHALLENGES

Course 365: .5 Credit

Are you looking for an opportunity to make physical science more relevant to your daily life? Using various technologies ranging from simple hand tools to cutting-edge data collection equipment and computer models, this hands-on, project-oriented course is for you. Concepts related to forces, energy, light, and electricity will be explored through in-depth investigations, projects, and discussion focused on the latest developments in science and technology.

Students are encouraged to enroll in both of these courses (364 and 365) for a full-year experience; however, credit may be earned at the successful completion of each semester.

ASTRONOMY

Course 384: .5 credit

Astronomy is a one-semester course designed for students who are interested in science. We will study the universe from the planets to galactic superclusters, including some of the most fascinating theories of science, such as Einstein's theory of relativity and the origin of the universe. We will do many diverse labs, from the plotting of the orbits of planets to simulations of telescopic data collection. The mathematics involved is limited to topics learned in Math 1 and 2 plus a few skills that will be taught within the course.

RESEARCH & DESIGN SEMINAR Course 383: 0.5 OR 1.0 credit

This course is designed to support self-motivated junior and senior students in their project-related efforts connected to other science classes. Students will mostly use this time to independently work on scientific research or engineering design projects with periodic check-ins with their teacher. Some direct instruction on specific relevant skills will be provided. Students can register for this course either Fall or Spring semester or both.

INTRODUCTION TO ENGINEERING DESIGN: DESIGNING SOLUTIONS TO GLOBAL CHALLENGES

Course 818: 1 credit

Engineering is the application of science to problem solving. Design is the creative expression of knowledge. Engineering Design is an open-discovery art form where the principles of iterative exploration enables us to find solutions to global challenges. This course is an invitation to all students who believe we can investigate and find ways to improve the quality of life for people around the world. This class culminates with an engineering showcase to celebrate the power of young minds to affect improvement in our world. This course is open to students who have confidently completed 2 years of science and Math2.

This course is also listed in the Technology Department.

SOCIAL STUDIES DEPARTMENT

- Students must successfully complete the equivalent of three full years of Social Studies AND students in the Class of 2019 and beyond must demonstrate graduation level achievement in all content area proficiencies (PBGRs) and Student Learning Expectations (SLEs).
- Social Studies content area proficiencies and the SLEs are embedded in all grade 9 and 10 English courses.
- In 9th and 10th grade, students will be assessed at the pre-graduation level.
- Students will be assessed at the graduation level in grades 11 and 12.
- Not all 11th and 12th grade social studies courses address all of the content area PBGRs.
- Students will need to be thoughtful about their course choices in order to be sure they are addressing all of the social studies PBGRs.

11th & 12th Grade Courses	Inquiry	History	Geography	Civics, Government & Society	Economics	Clear & Effective Communication	Responsible & Involved Citizenship	Informed & Integrative Thinking
AP European History		X	X	X	X	X	X	X
AP Psychology	X			X		X	X	X
Holocaust Studies	X	X		X		X	X	X
Semester Courses								
American History Through Film	X			X		X	X	X
AP Government & Politics	X			X		X	X	X
Economics		X			X	X	X	X
Global History	X			X		X	X	X
Psychology		X				X	X	X
PIWA			X		X	X	X	X
Race & American Society			X	X		X	X	X
Women's Studies	X			X		X	X	X

ELECTIVE SOCIAL STUDIES COURSES

REQUIRED SOCIAL STUDIES COURSES

GRADE	NO.	COURSE
9	245	Humanities
9	241	World History
10	250	Honors American Studies
10	252	Honors US History
10	251	US History
12	271/272	Public Issues & World Affairs (PIWA)

GRADE NO. COURSE

10-12	264	American History Through Film: 1915 to Modern Movies
11-12	263	Holocaust Studies
11-12	267	Economics
11-12	270	AP US Gov't. & Politics
11-12	281	AP Psychology
11-12	290	Psychology
11-12	287	Global Studies
11-12	280	AP European History
11-12	257	Women's Studies
11-12	265	Race and American Society
11-12	258	SBHS Montpelier Semester

Grade 9 students are required to take Humanities or World History. Students in grade 10 will take United States History since 1867, Honors United States History or Honors American Studies. Upon completion of the required grade 10 course, a student will be eligible to take any of the elective courses available in grades 11 and 12. Students must take PIWA during the senior year. Students must pass a total of three credits in Social Studies.

COURSE DESCRIPTIONS

GRADE 9

HUMANITIES

Course 245: 2 credits (1 credit English / 1 credit Social Studies)

Humanities is a two-credit, team-taught course combining the curriculum of World History with world literature. Through collaboration in large and small groups – as well as independent work – students will study peoples of the past and present and explore these questions: What is civilization and what does it mean to be civilized? How does culture both unify and divide our societies? How do we measure progress? What makes a story – and how are stories similar despite culture, time, and geography? What truths can be communicated through literature? Student work is monitored for progress in English and Social Studies content proficiencies.

WORLD HISTORY

Course 241: 1 credit

World History is a required ninth grade social studies course. Successful completion of *World History* gives you one credit toward graduation. *World History* will explore past and present civilizations and cultures in many places around the world. Topics will include, but are not limited to, technology, government, religion, literature, science, cultural values and the roles of men and women. Essential questions explored in this course are, for example: What does it mean to be civilized? How is progress measured across time and culture? How do different elements of culture both unify and divide a society?

GRADE 10 OPTIONS

HONORS AMERICAN STUDIES

Course 250: 2 credits (1 credit English / 1 credit Social Studies)

How do literary works reflect history? Do the times create the people or do the people create the times? Honors American Studies is an intensive, interdisciplinary pre-AP course in which students learn through group cooperation, writing, and critical thinking. This course endeavors to reinforce the role literature plays in telling the story of American history. Students should expect a rigorous content level and pace. This course demands greater independence and responsibility, focusing on deeper learning and the development of higher level thinking skills. This course uses an AP level textbook.

HONORS U.S. HISTORY

Course 252 1 Credit

U. S. History is a year-long course in which students focus on American history from the post Civil War time period until the present. Students will understand how historical events have shaped the American experience and their own lives. A variety of teaching techniques and strategies are used throughout the course to help students seek the answers to fundamental questions such as: What is the role of the individual in creating change in America? How have Americans defined and redefined the concepts of freedom and rights throughout our history? As an honors course, students should expect a rigorous content level and pace. This course demands greater independence and responsibility, focusing on deeper learning and the development of higher level thinking skills. This course uses an AP level textbook.

U.S. HISTORY

Course 251: 1 credit

U. S. History is a year-long course in which students focus on American

history from the post Civil War time period until the present. Students will understand how historical events have shaped the American experience and their own lives. A variety of teaching techniques and strategies are used throughout the course to help students seek the answers to fundamental questions such as: What is the role of the individual in creating change in America? How have Americans defined and redefined the concepts of freedom and rights throughout our history?

GRADE 10, 11, 12 OPTIONS

AMERICAN HISTORY THROUGH FILM :

1915 TO MODERN MOVIES

Course 264: .5 credit

American History Through Film is a Social Studies elective which explores the relationship between the social and cultural history of the United States and American movies. Students will learn how to view American films as a mass audience text to help us better understand ourselves and our shared perspectives on our history. Students will develop answers to the essential question: How have American films both reflected and shaped American history and culture? The culminating event will be a student presentation about an individual actor, director, genre, or series chosen by the student which connects to American cultural history.

GRADE 11-12 OPTIONS

HOLOCAUST STUDIES

Course 263: 1 credit (.5 credit Social Studies/.5 credit English)

Socrates stated it is better to suffer an injustice than to commit one. Is that always true? How does this apply to the victimization of Jews by Nazi Germany? This course examines the complex and indefinable nature of human behavior as well as the social, political and economic factors that helped Hitler, and other oppressors in history, rise to power. Why do genocides continue to occur? Are we obligated to work to stop oppression? Holocaust Studies explores human behavior from a historical and literary perspective.

ECONOMICS

Course 267: .5 credit

Economics is a semester-long course covering topics such as economic systems, how markets work, the relationship between business and labor, stock market, government in the economy, the global economy, and current economic events. During this semester, students will examine questions such as: How are economic systems chosen? How are economic decisions made? How does the relationship between supply and demand affect prices? What is globalization? What are the economic impacts of one commodity on history and the current global economy? What criteria do you consider when making personal economic choices?

AP US GOVERNMENT & POLITICS

Course 270: .5 credit

This course attempts to explore the definition of a democracy and how the organization of our government promotes those democratic ideals. Students will investigate the impact of political parties, the media, and the major institutions of our government – the Presidency, the Congress, and the Supreme Court. Two of the most relevant questions addressed are: How can a citizen be an effective participant in the democratic system? What is the proper balance between the preservation of civil liberties and the need for order and security? (*It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.*)

AP PSYCHOLOGY

Course 281: 1 credit

AP Psychology is a year-long course that investigates the scientific study of the behavior and mental processes of human beings and other animals. Students will learn about core psychological principles, influential theorists, and each of the major subfields within psychology. Additionally, students will discover the ethics and methods that psychologists use in their science and practice. Within each unit of study, students will address essential questions that will guide their understanding; for example: How do groups impact individuals? How does stress influence health and behavior? What motivates human behavior? *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

PSYCHOLOGY

Course 290: .5 credit

Psychology is a semester course covering topics such as emotions, learning, how behavior is influenced, how the brain works, abnormal psychology, gender differences, and perception. During the semester, students will examine questions such as: What is normal versus abnormal behavior? What does my personality say about me? How does stress affect my life? What factors affect behavior and why? How do expectations influence what one sees?

GLOBAL STUDIES

Course 287: .5 credit

How do nations interact? How do citizens influence their nation's goals? What is the U.N.'s role in the global community? Global Studies is a semester course that examines how a particular nation's culture and geography influence their role in the global community. This course will emphasize how nations act on self-interest and influence each other's decisions. Throughout this process students will look closely at the workings of the U.N. since 1953, thus enriching their understanding of how the U.N. functions within global affairs. For students interested in Model U.N., Global Studies is a valuable foundation for resolution writing and persuasive thinking.

AP EUROPEAN HISTORY

Course 280: 1 credit

AP European History is a year-long course which traces the evolution of modern Europe from a medieval framework into a union of independent nation states. Students will investigate the development of modern states and the theories of government, the relationship between church and state, and the role of war and conflict. Students will seek answers to the fundamental question: How has European history been impacted by social, political, religious, intellectual, technological, and economic forces? *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

WOMEN'S STUDIES

Course 257: .5 credit

Women's Studies is a semester course covering topics such as feminism, feminist theory, history of the women's movement, patriarchal v. matriarchal systems, as well as women in politics, religion, and the law. Students will explore these topics through history and current events in a local, state, national, and global context. Students will answer questions such as: What are the conditions of women around the world? How do the experiences of others inform our own? What is my responsibility to women of the world? How do the various definitions of femininity differ through cultures? How does being female affect daily experience worldwide?

RACE AND AMERICAN SOCIETY

Course 265: .5 credit

Race and American Society is a semester long course covering topics related to human cognition, the origins of race as a concept, American law-making, media, celebrating influential people, and current issues related to immigration, mass incarceration, and inequality in pursuing quality of life. Students will be encouraged to think critically about the role of race in American society and to explore current issues through the lens of historical context. Students will attempt to answer questions such as: How does the mind create racist thinking? What is race? How and when did the concept of race come to be? How have laws in the United States reflected current societal attitudes towards race? What has been the impact of laws related to race? How does media reinforce racial stereotypes and confirm bias? How does race function in the lives of individuals?

GRADE 12 REQUIREMENT

PUBLIC ISSUES & WORLD AFFAIRS (PIWA)

Courses 271, 272: .5 credit

PIWA is a required one-semester course that covers local and world affairs by examining how societies define themselves, what action democratic societies take to accommodate differing perspectives of their citizens, and how the past influences future affairs. Each student will spend the semester completing Project Citizen, which will help students address the questions: How do I use my voice as a citizen? What are the rights and responsibilities of an American citizen? Students will take practical action working to implement and change public policy based on their own research.

SBHS MONTPELIER SEMESTER

Course 258: variable credit

An interdisciplinary civics, government, and law-based educational term (one semester) during which the learner will serve as an active architect of their own education. In a culture of collaboration and growth, students will work with a cohort of passionate peers and a highly competent teacher/advisor. The program will be co-located in South Burlington and Montpelier and students need to be willing to travel to Montpelier (via CCTA or other means) two or three days per week to participate in seminars, group experiences, and internships in government, politics or law. This rigorous experience is only open to committed students who have shown themselves to be reliable self-starters (in or out of school) and who have the persistence required to take control of their own education. The instruction and learning in the program will follow Big Picture School educational model, which incorporates small-group, advisory-based instruction as well as learning through internships. There will be the creation of a clear pathway to possible future study or to a career in civics, government, or law. Individual projects and exhibitions will document learning, and students will identify and explore their interests and passions through participating in internships and apprenticeships. The course will meet for a full blue or gray day. Credit can be earned in multiple areas (i.e. AP Government, PIWA, etc.) and will be granted based on student demonstration of proficiency.

TECHNOLOGY DEPARTMENT

- Students must successfully complete one year or equivalent in order to demonstrate graduation level content level proficiency in Technology.
- Technology content area proficiencies and the Student Learning Expectations (SLEs) are embedded in all technology courses.

GRADE	NO.	COURSE
		Business Strand
9-12	808	Introduction to Business
9-12	807	Build Your Own Business
11-12	812	Personal Finance
		Comolli Center for Art and Technology Lab Strand
9-12	820	3D Studio
10-12		Advanced Studies in Technology
9-12	824	Character and Game Design
9-12	822	Digital Video
10-12	829	Advanced Digital Video
9-12	827	Fashion and Apparel Design
		Technology Education Strand
9-12	831	Green Architectural Design
9-12	832	CAD and Engineering
9-12	834	Cybersecurity
9-12	847	Graphic Design
9-12	837	Robotics and Engineering
9-12	838	PC Hardware and Software
9-12	839	Intro to Computer Science
10-12	849	AP Computer Science Principles*
10-12	840	AP Computer Science (A)
9-12	841	Digital Photography
10-12	843	Advanced Digital Photography
9-12	842^	Fine Metals
11-12	818^	Designing Solutions to Global Challenges
10-12	844	Yearbook

^Does not meet the SBHS graduation requirement for Technology
 * Alternating year course next offered in the 2018-2019 school year

Gender Equity Statement: The Technology Department is committed to gender equity. The Department recognizes the excellent career opportunities for both females and males in careers that require technological knowledge and skill. No favoritism is made in any course for or against individuals, regardless of gender. All students are encouraged to enroll in our exciting diversity of courses.

Homework Statement: The philosophy of the high school regarding homework is that “every teacher has the right to expect that their students will complete assigned homework; such homework is largely independent practice in skill building and content acquisition that supports the teachers’ learning objectives for their students.” While homework is not assigned for every class period, many Technology Department classes include satisfactory completion of assignments as a component of student assessment.

Teaching Assistants: Motivated students are encouraged to talk with an instructor about the possibility of earning credit as a teaching assistant in any Technology Department courses. Credit can be earned through the Career Development Center.

COURSE DESCRIPTIONS

BUSINESS STRAND

INTRODUCTION TO BUSINESS

Course 808: .5 credit (Grades 9-12)

What is unique about business ventures in the 21st century? Have you ever wondered about what makes a business successful and sustainable? What can we learn from ‘Shark Tank’ and ‘The Apprentice’? This introductory class helps students learn basic business concepts and then apply these skills in hands-on projects that solve real-world situations. Students will also practice these techniques with case studies, computer simulations, field trips and other interactive methods. This is an excellent class for any student who may be interested in a future in business or who wants to be more successful in DECA while earning a technology credit.

BUILD YOUR OWN BUSINESS

Course 807: .5 credit (Grades 9-12)

Have you ever thought of starting or owning your own business? When you hear ‘Shark Tank’ do you think of successful business moguls and hopeful entrepreneurs? Here is an opportunity to learn how to build your own business. This project-based class will combine entrepreneurship, marketing, and accounting with a focus on sustainability. Students will explore a variety of business concepts, identify a market niche and construct an authentic individual business plan. This is an excellent class for any student who is creative, resourceful, and considering a career in business. Intro to Business would be a great preliminary course to Build Your Own Business but not required.

PERSONAL FINANCE

Course 812: .5 credit (Grades 11-12)

Do you want to get better at handling your personal finances? Do you want to learn to manage your money instead of having your money (or lack thereof) control your life? Every student should take this class! Students will navigate through real-life financial situations using case studies, computer simulations, and other interactive methods. Topics include banking, investments, credit cards, car loans, housing, taxes, insurance, budgeting and having enough left at the end of the month to save for a vacation! Don’t be caught not knowing how to make ends meet once you leave high school! Instead, get a jump start on making and keeping your first million.

COMOLLI CENTER FOR ART AND TECHNOLOGY

LAB STRAND

CHARACTER AND GAME DESIGN

Course 824: .5 Credit (Grades 9-12)

Dating back to prehistoric times, games have played a dynamic part in social structures. Games reflect the values and expectations of a cultural norm while influencing the surrounding society. Character and Game Design introduces students to a curriculum of creative choice using a structured set of communication rules. Students use these math and language rules to develop custom applications that demonstrate game play functions. The skills are then reworked into a game designed by the student, developing rules, challenges, and interactions for a community presentation.

3D STUDIO

Course 820: .5 credit (Grades 9-12)

How has the computer impacted society and culture? Creating realistic or surrealistic 3D worlds like those you see in “Interstellar” or “Frozen” requires a strong sense of observation, a creative flair, the ability to solve problems effectively, and the right computer technologies. 3D Studio will help you learn these important skills that will help you with whatever you choose to do. 3D Studio offers you the chance to create virtual 3D environments and characters and use animation to tell stories about the worlds you’ve designed. Be prepared to immerse yourself in a classroom world unlike any you have experienced.

ADVANCED STUDIES IN TECHNOLOGY

Course 821: .5 credit (Grades 10-12)

How do we responsibly use technology to contribute to our world? Advance Studies in Technology offers the opportunity for students to develop individual ideas on a more complex and in-depth scale. Students can choose their focus from previous courses from any

technology department strand, such as 3DStudio, Digital Video, Programming, Fashion Design, or Graphic Design. During the semester, the objective is to develop and refine technical and conceptual practices, while creating a strong portfolio of work. Independence, organization, and leadership become important components in skill-building for this class and students are expected to show a great deal of individual focus and direction with their work. Prerequisite: Minimum B in introductory class or instructor permission.

DIGITAL VIDEO

Course 822: .5 credit (Grades 9-12)

What makes a film memorable? Is it the casting, the shots, the musical score, or all of the above? How can you create a film that will make people think, long after they've watched it? Today, anyone can become a cinematographer with the purchase of a camcorder and the press of a button; but what makes an appealing video, and what distinguishes good cinematography and digital video work from the bad? In this course, students gain new perspective as filmmakers, starting with the basics of film work, from storyboarding to shot lists and treatments to cinematic execution and final editing. Students will work in a variety of video genres including informational documentation, narrative storytelling, commercial and experimental work. Students will gain new perspectives in working behind the camera, empowering them as active storytellers and viewers, able to critically assess film validity. Technologies including studio lighting setups, camera mounts, audio equipment, and computer editing programs will be used in conjunction with each project, allowing students ownership over a complete process, from conception to audience impact.

FASHION AND APPAREL DESIGN

Course 827: .5 credit (Grades 9-12)

The world of fashion design is a competitive and creative market that historically has been the basis of popular culture and trendsetting. Why do certain clothing trends stick? Who decides what's "in" and what's "out?" How easy is it to become a fashion designer? This course introduces students to the construction and business components in fashion and apparel design, allowing students to become designers themselves, using industry design software. Students will learn about the history of fashion design, create fashion drawings, attain pertinent concepts in cloth and textile design, learn sewing and color approaches to apparel construction, and bring ideas to final form.

TECHNOLOGY EDUCATION STRAND

COMPUTER-AIDED DESIGN AND ENGINEERING

Course 832: .5 credit (Grades 9-12)

Virtually every object that is created by professionals is completely modeled in 3D using professional CAD software. Proficiency with these complex programs is a requirement for engineers, architects, designers, and even many technicians. In this course, you will not only learn how to use advanced CAD software, you will learn how engineers work within a design process to ensure the success of the product. You will also see your designs come to life through 3D printing and CNC machine tools.

GREEN ARCHITECTURAL DESIGN

Course 831: .5 credit (Grades 9-12)

What is meant by "green" design? What does a building that is both green and beautiful look like? How can I design a building that meets functionality and cost goals yet also have it be energy efficient? In this course, you will develop valuable skills in the use of powerful, commercial 3D CAD software as you learn how to design structures that have useful, efficient floor plans, are pleasing to look at, and utilize current advances in energy efficiency. Whether you are a budding architect, builder, realtor, or just plan to own your own home someday, you'll find learning about green design to be both interesting and useful.

ROBOTICS AND ENGINEERING

Course 837: .5 credit (Grades 9-12)

How would you design a robot to perform a specific task or solve a problem? How do you create and program a robot so that it responds to its surroundings? This course provides opportunities for students to engage in a challenging, practical, team-based approach to solving engineering problems and to develop critical thinking, research, leadership, and communication skills for application in science, engineering, and technology. Students will use robotics as the environment to learn that design is accomplished most effectively when a design process is followed; that computer programs incorporate logic to control circuits that cause a robot to perform specific tasks and to allow the robot to interact with its environment; and that problem-solving strategies are applied to develop solutions to design challenges. This course provides excellent preparation for the First Robotics Technical Challenge competition.

PC HARDWARE AND SOFTWARE

Course 838: .5 credit (Grades 9-12)

What makes one computer fast and another slow? How can you make a sick computer run like new again? How can you harden your computer against all the security threats it faces when you go online? This course will help you gain an in-depth understanding of computer hardware and operating systems. You will learn how modular approaches to technological systems make them easier to upgrade and repair, while encouraging innovation; that computer problems are best solved by following a problem-solving process; that security is an essential part of the design and operation of every aspect of a computer system; and that computer technicians must be able to work effectively and efficiently with people as they help them get their computers running again.

CYBERSECURITY

Course 834: .5 credit (Grades 9-12)

Computer networks are all around us: webs of copper, fiber and even space. The advent of the Internet of Things is resulting in rapid expansion of these networks and increasing exposure to security risks. How do these networks operate? What types of security risks do they face, and how can these risks be addressed? You will learn how computer networks are complex systems that can be understood if broken down into layers that interface with each other. You will also learn how computers can be secured from the attack vectors presented through modern networks, and that application of effective problem-solving strategies will enable the solution to be found for any security or networking problem. A key component of the course will be cybersecurity competitions against students across the country.

INTRODUCTION TO COMPUTER SCIENCE

Course 839: .5 credit (Grades 9-12)

How are computer programs written? Where do you start when you want to write a program to solve a problem? Computer science is one of the hottest career fields, with more jobs available than applicants and salaries that outpace most other occupations. CS is not only for programmers and geniuses, however--most people can benefit from mastering the logical, sequential thinking strategies that are critical for good program design. It doesn't matter if you don't know that Python is not a snake, this course will give you a solid start on learning what the world of coding is all about. This course is a great choice for anyone who loves solving puzzles or who wants to learn how to think logically, as a computer must.

AP COMPUTER SCIENCE PRINCIPLES

(Alternating year course next offered in the 2018-2019 school year)

Course 849: 1 credit (Grades 9-12)

AP Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CS-P prepares

students for college and career. Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. CS experience has become an imperative for today's students and the workforce of tomorrow. The goal of AP CS-P is to create leaders in computer science fields and to attract and engage students who are traditionally underrepresented in CS careers. AP CS-P has no prerequisite course, and may be taken before, after, or instead of AP Computer Science (A). *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

ADVANCED PLACEMENT COMPUTER SCIENCE (A) (Alternating year course offered 2017-2018 and 2019-2020)

Course 840: 1 credit (Grades 10-12)

How does one "think logically?" How do you apply a logical approach to solving a problem? How do you break up seemingly insurmountable problems into solvable component parts? In AP Comp Sci, you will learn how programming languages are like human languages and that object-oriented languages focus on defining reusable data and logic structures. You will learn how to create and use software objects as you work with the most popular modern programming language, Java™. This course is for all students who want to improve their ability to think logically, not just future programmers. Programming is one of the few growth career fields right now; and if you find you like it, you'll have a head start on a college degree! *(It is very strongly recommended that students enrolled in Advanced Placement courses take the Advanced Placement exam.)*

DIGITAL PHOTOGRAPHY

Course 841: .5 credit (Grades 9-12)

What does a "good" photograph look like? Is a picture really worth a thousand words? Students in Digital Photography will spend the semester exploring these questions by taking their own photographs and viewing and discussing those created by their classmates. This course uses photography as a means to investigate the students' world by exploring the design process, from idea through execution to critical evaluation.

ADVANCED DIGITAL PHOTOGRAPHY

Course 843: .5 credit (Grades 10-12)

Imagine what life would be like if forms of technology currently common did not exist? Technology has made photography easier than ever. From cell phones to professional SLR cameras, there are now many ways to use photographs to communicate in our society. Advanced Digital Photography provides the student with knowledge, techniques, and skills in the application of electronic and digital/computer technologies to all areas of photography. Students are expected to show a great deal of individual focus and direction with their work, with the objective to develop and refine technical and conceptual practices, while creating a strong portfolio of work. Recommended prep: minimum B in Digital Photography

FINE METALS

Course 842: .5 credit (Grades 9-12)

Modern design and fabrication of jewelry and wearable accessories involves more than creativity and the ability to form metal; it also involves an understanding of a design process and the ability to work with a variety of materials. In this course, you will develop your creative capabilities in planning your own designs, as you learn to cut, form, join and polish such metals as nickel, copper, brass and silver. You'll go far beyond simply learning to work with fine metals and acetylene torches as you apply other materials and processes, such as computer-assisted design, 3D printing and laser cutting and engraving. You might even incorporate electronics into your designs! Creatives, fashionistas, and future designers and engineers should consider this fun, but intensive, hands-on course.

DESIGNING SOLUTIONS TO GLOBAL CHALLENGES

Course 818: 1 credit (Grades 11-12)

Engineering is the application of science to problem solving. Design is the creative expression of knowledge. Engineering Design is an open-discovery art form where the principles of iterative exploration enables us to find solutions to global challenges. This course is an invitation to all students who believe we can investigate and find ways to improve the quality of life for people around the world. This class culminates with an engineering showcase to celebrate the power of young minds to affect improvement in our world. Prerequisite: 2 years of science and Math2.

This course is also listed in the Science Department.

YEARBOOK

Course 844: 1 credit (Grades 10-12)

How can a computer be used to create, manage, and communicate all at the same time? As a *Sentry* staff member, you will participate in layout and design, photography, writing, editing, and fundraising as you and your classmates oversee the production of the *Sentry*, South Burlington High School's yearbook. The capability to work independently as well as within a group, and the ability to multitask while meeting deadlines, are essential qualifications for success in this course. *Students must be willing to dedicate time outside of class to fulfill responsibilities and meet deadlines.*

GRAPHIC DESIGN

Course 847: .5 credit (Grades 9-12)

Ever feel your pulse quicken while looking at a snowboard catalog? Well, it isn't just because of the pretty people. By understanding the demographics of their intended audience, savvy designers craft the principles and elements of design to create graphics that market all types of products and services. Effective graphic design can stir emotions, grab attention, provide detail, offer information and, yes, even excite us. Now you, too, can learn the techniques of the experts using industry standard software to develop graphics that just might get people to take action.

VISUAL AND PERFORMING ARTS DEPARTMENT

- Students must successfully complete one year or equivalent in order to demonstrate graduation level content level proficiency in Visual and Performing Arts.
- Visual and Performing Arts content area proficiencies and the Student Learning Expectations (SLEs) are embedded in all VAPA courses.

ART DEPARTMENT

GRADE	NO.	COURSE	LEVEL
9-12	700	Art I	Intro
9-12	705	Draw It	Intro
9-12	703	3-D Art	Intro
9-12	702	Pottery	Intro
9-12	704	Painting	Intermed.
10-12	710	Art II	Intermed.
9-12	712	Pottery II	Intermed.
11-12	720	Art III	Advanced
11-12	725	Art IV	Advanced

South Burlington offers a variety of courses to expose students to the aesthetic, creative, and intellectual opportunities available by participating in the visual and performing arts. The following courses allow students to experience and gain knowledge in visual art and music. A sequence of classes is offered to teach students in each of the art forms. **Introductory Level** courses are offered to students entering the high school arts programs and provide the fundamental skills needed to continue into the **Intermediate** and **Advanced** courses. **Intermediate Level** classes are directed toward the students who would like to specialize their study (drawing/painting, pottery, jazz, chamber ensembles). **Advanced Level** courses are designed for the highly motivated student who wishes to refine skills with the option of developing a high-quality personal portfolio or prepare for auditions.

It is advised that students preparing for visual art portfolio review (architecture, graphic design, computer arts, fashion, interior design, or specializing their study in creative problem solving using a variety of art forms and processes, etc.) complete at least Art I and Art II. Homework may be assigned in all visual and performing arts classes.

ART DEPARTMENT COURSE DESCRIPTIONS

ART I (Introductory Level Course)

Course 700: 1 credit

How does art help develop intuition, reasoning, and imagination? This introductory course will help you develop traditional art skills and your own sense of creativity through a variety of assignments. You will learn how to make connections between art, history, various cultures and your own life. Art I is recommended for students curious about art for personal interests and as preparation for further study in the visual arts. Students will begin to develop individual technique and create early portfolio pieces.

DRAW IT

Course 705: .5 credit

Have you always wanted to learn how to draw? This fun, “hands-on” and “how-to” course teaches the tricks and strategies for drawing. Participants will develop basic drawing and observational skills. Students can expect to work with pencils, ink, charcoal, pastels, and more. Representational, abstract, and expressive drawing will be encouraged. If you are looking for an experiential learning opportunity, this introduction to visual arts course is for you! This is a one-semester course. No prerequisite is required.

3-D ART

Course 703: .5 credit

Are you a “hands-on” learner? Do you like to cut, glue, bend, shape, and assemble materials? Then this sculpture course is designed for you. The focus will be on creating three-dimensional forms using a variety of media. Paper Mache, clay, wood, and wire are just some of the materials that will be used. Demonstrations and practice exercises will ensure your work has strong visual appeal. This is a one-semester course. No prerequisite is required. Recommended Prep: Art I or Draw It

POTTERY (Introductory Level Course)

Course 702: .5 credit

Art helps us engage in the creative process and to understand connections between different cultures in the world. This course is designed for students interested in a “hands-on” approach to making art. Traditional clay hand-building techniques such as slab, pinch, and coil will be covered. Students will also learn basic pottery terminology and glaze applications. The elements of art will be used to guide the assignments and to ensure that the work has strong visual appeal.

PAINTING (Intermediate Level Course)

Course 704: .5 credit

Express yourself!! This is a one-semester course offered to students who have an interest in exploring painting as a specific medium. Students will work from life and refer to artists from the 20th century in realistic, abstract, and nonrepresentational styles to create their own expressive paintings. Recommended Prep: Art I or Draw It.

ART II (Intermediate Level Course)

Course 710: 1 credit

Engage and apply your creativity to foster self expression and artistic skill. Art II is designed for those students who wish to pursue art for personal interest, in college, or as a career. It provides preparation for further study in the visual arts (design, architecture, computer graphics, etc.). Students will develop advanced skills and create works of art to build their portfolios. Sketchbook assignments help students reinforce concepts and develop individual style. Recommended Prep: Art I, Draw It, or by teacher recommendation.

POTTERY II (Intermediate Level Course)

Course 712: .5 credit

Learn to integrate the traditional techniques of pottery with your own personal development as a clay artist. Discover and develop your own style. Pottery II is designed for students interested in further exploration of clay as a three-dimensional medium. Some sculpture, hand building, and wheel work will be covered in assigned individual and group projects. Recommended Prep: Pottery/3D Studio.

ADVANCED ART III - Course 720: 1 credit (Advanced Level)

ADVANCED ART IV - Course 725: 1 credit (Advanced Level)

Apply skills and techniques to discover your own artistic hand. These courses are designed for those students who wish to pursue art in college, as a career, or for personal interest. They provide excellent preparation for further study in visual arts, design, architecture, or computer art. Students often have more freedom and choice of subject matter, media, and approach within the structure of assignments. This class helps students prepare portfolios for art school admission. Art III is open to juniors and seniors who have completed Art II. Art IV is designed for those students who have completed Art III. Recommended Prep: Art II for course 720, Art III for course 725.

MUSIC DEPARTMENT

GRADE	NO.	COURSE
9-12	971	Jazz Explorations
9-10	963	Concert Band
9-12	966	Mixed Chorus
9-12	964	Jazz Ensemble
9-12	965	Symphonic Band
10-12	962	Concert Chorus
10-12	973	Chamber Singers
9-12	980	Wind Ensemble
9-12	969	World Drumming
9-12	982	Creating Music Using Tech.
9-12	968	Music Theory and Piano
9-12	706	Drama 101 - Acting & Musical Theater
9-12	707	Drama 102 - Applications of Technical Theatre

COURSE DESCRIPTIONS

JAZZ EXPLORATIONS*

Course 971: .5 credit per semester

Jazz Explorations is a class designed to teach jazz music to all students who would like to begin or improve on reading skills and improvisation in the jazz tradition. Designed for freshmen and sophomores, but not excluding juniors and seniors, this class provides the opportunity for a more relaxed approach to learning jazz, blues, Latin, and funk music than Jazz I. This class will be a great way to build on skills and technique in order to progress into Jazz I. *Jazz Explorations is open to all instrumentalists and vocalists.*

CONCERT BAND*

Course 963: 1 credit

This is a large instrumental ensemble open to all 9th and 10th grade woodwind, brass, and percussion players without an audition. The Concert Band rehearses and performs music of all styles and performs three to four concerts each year, including participation in a music competition.

MIXED CHORUS*

Course 966: 1 credit

A small, full-year choral ensemble open to all 9th graders and first-year choral students. No previous experience is required. This course will focus on learning and performing standard choral repertoire, refining basic musicianship, theory skills, and choral technique. This ensemble will prepare its own music as well as the Concert Chorus music for performance at least three times per school year. Grades will be assigned on an individual basis based on classroom work, work outside of class, and skill assessment. Students enrolled in this ensemble also have the opportunity to participate in All-State, New England, and District Choral Festivals.

*PLEASE NOTE:

Jazz Explorations, Concert Band, and Mixed Chorus will be offered as one-credit courses for a block period of time (80 minutes). These three courses will be offered at the same time, making it possible for students to enroll in two courses for .5 credit each. For students who enroll in two of these courses, each group would meet for a single 40-minute class period.

JAZZ ENSEMBLE**

Course 964: 1 credit or .5 credit

Open to all students by audition. Rehearsals occur during the school day with occasional Thursday evenings. Concerts are in the evenings three to four times per school year. Students who pass the audition will be expected to attend all rehearsals, concerts, and two jazz festivals. Students take part in fundraising performances at their choice in small combo settings. This class is intended for serious instrumental and vocal students.

SYMPHONIC BAND**

Course 965: 1 credit or .5 credit

This is a large instrumental ensemble open to woodwind, brass, and percussion players in grades 9-12 by audition only. Students in this ensemble will learn challenging wind ensemble literature and work on refining individual as well as ensemble musical skills. The Symphonic Band performs in three to four concerts each year, including participation in a music competition. Students are expected to practice their music assigned for performance as well as classroom assignments.

CONCERT CHORUS**

Course 962: 1 credit or .5 credit

Concert Chorus is a large, four-part vocal ensemble concerned with the study and performance of standard choral literature. Students enrolled in this class will also continue refining basic musicianship and theory skills and their individual vocal and choral technique. There are usually three concert performances per school year in addition to participation options in All-State, New England, and District Choral Festivals. Students are expected to practice the music assigned for performance as well as any written assignments. This is a full-year, performance-based offering. Students are graded on an individual basis. Open to students in grades 10-12 who have had prior choral experience. If you are new to the district or to the choral program, you must interview with the director. Grade 9 students are welcome to audition following completion of one year in mixed chorus.

**PLEASE NOTE

Jazz Ensemble, Symphonic Band, and Concert Chorus will be offered as one credit courses for a block period of time (80 minutes). These three courses will be offered at the same time, making it possible for students to enroll in two courses for .5 credit each. For students who enroll in two of these courses, each group would meet for a single 40-minute class period.

CHAMBER SINGERS

Course 973: 1 credit

A smaller choral ensemble concerned with the study of more challenging repertoire, ranging from Renaissance to Jazz. The members of this ensemble are chosen through an audition process at the end of the previous school year. It is a year-long commitment. These singers have performed for WCAX Channel 3, Dessert Night, Graduation, faculty meetings, and dedications. In addition, this ensemble participates in VT American Choral Director's Association Mid-Winter Madrigal Festival. It is recommended that students be enrolled in Concert Chorus and have a basic knowledge of music theory and choral technique. Students will be graded on an individual basis according to classroom rehearsal and skills practice.

WIND ENSEMBLE

Course 980: 1 credit

A small, select wind ensemble open to anyone in grades 9-12 by audition only. A "catch-all" class focused on intense musical study in every aspect, including theory, ear training, challenging wind ensemble, and chamber music repertoire. This class is recommended for the serious instrumental student who would like a challenge.

WORLD DRUMMING

Course 969: 1 credit

World Drumming involves the study and practice of West African drumming, singing, and dancing. This is designed as an enjoyable, interactive performance class in which students of all musical abilities feel comfortable. Self-discipline, respect, teamwork, and good listening skills are all integral components in this class. There are several performances each year, including visits to the elementary schools and community outreach concerts. Students are graded on participation and preparation of material. Open to anyone in grades 9-12.

CREATING MUSIC USING TECHNOLOGY

Course 982: .5 credit

Have you ever had an idea for a song but no way to re-create it? Have you ever made a cool video and wanted to put your own music to it? Maybe you've wondered how your favorite song was remixed. In this music technology course, you will use laptop computers and electronic pianos to unleash your creativity and imagination through recording, editing, and mixing. You will also learn to synch your original music to video and know the copyright guidelines involved. Come join the class for one semester and take your music as far as it can go! All levels of music experience are accepted. No past experience needed, just a desire to make music. Students who have already taken this class may sign up again as an on-going course (earning new credit). In 2017-18, advanced song writers will have an additional component offered during this course, as the Creating Music Class and the Advanced Digital Video Class will team up for a "Real World Experience"; Work side by side combining your music and their video!

MUSIC THEORY AND PIANO

Course 968: .5 credit

You don't need to already play the piano or read music to take this class. If you don't play the piano but always wanted to learn, this is your chance! If you already play and want to learn more about music theory and harmony, this is for you. This class will be divided into two groups: those who cannot read music and those who can. You'll feel comfortable practicing on a digital piano with headsets without others hearing you. Curriculum will include learning to read music and understand music

theory while playing simple pop songs of your choice with two hands. Every Friday is "Fun Friday" where you'll experience interesting and amazing things happening in the music world.

Drama 101 – Acting and Musical Theatre

Course 706: ½ credit (first semester)

Drama 101 will focus on the actor as performer. This course will include script and scene study, characterization, physicality and movement in character. Applications in musical theatre will include the history of musical theatre, stage protocol, song preparation and performance. Instructors will create a safe space for actors to explore creative options in performance practice, as well as opportunities for collaboration with other students. Students will be graded on skill development, reflection and critique, making connections, and approach to work.

Drama 102 – Applications of Technical Theatre in a Musical

Course 707: ½ credit (second semester)

Drama 102 will focus on supporting the actor with technical aspects of the theatre within a musical. Students will study sound, lighting, stagecraft, stage management, and performance protocols in the context of a musical. Instructors will emphasize industry standards in safety, technology, as well as how to work with actors as part of the collaborative artistic team. Students will be required to serve as actors and singers as well as work on a tech team.

WORLD LANGUAGE DEPARTMENT

The most effective way to learn a second language is to be exposed to it for a sustained period of time. Most students need a minimum of four years of study to become comfortable in that language. During the first two years, students are given many fundamentals; however, it is during the third and fourth years that they begin to gain command of the language. In addition to learning further basic elements, they are also given a chance to express themselves more freely with much of what they have learned. Therefore, the World Language Department encourages students to consider following at least a four-year course of study. Teachers of world languages focus on the principles set forth in the ACTFL Oral Proficiency guidelines and the National Standards so that our curriculum may help students function as accurately as possible in the situations they are most likely to experience. These guidelines, developed by the American Council on the Teaching of Foreign Languages, consist of a series of descriptions of proficiency levels for speaking, listening, reading, writing, and culture in a foreign language. They have been undertaken in response to a recommendation of the President's Commission on Foreign Language and International Studies to establish "language proficiency achievement goals for the end of each year of study at all levels, with special attention to speaking proficiency."

Exchange programs with students from other countries are offered by the World Language Department with support from faculty members in many other departments. These programs include three-week exchanges where students live with families in German, French, Spanish, and Japanese environments; and longer, academic-year experiences at our partner schools, or through third parties such as the Rotary. Requirements for admission and costs for the programs vary. Programs are publicized through oral and written announcements at the high school well in advance of the application deadlines. Interested students and parents should feel free to contact the TIE coordinator, Theresa Mazza-Anthony, tmazza@sbschools.net, for further information.

- In World Language courses, students have the opportunity to demonstrate proficiency of the Student Learning Expectations (SLEs).
- Students who complete Level 4, 5 or 6 courses may receive recognition for achievement of the World Language proficiencies.

COURSE OFFERINGS

GRADE	NO.	COURSE	GRADE	NO.	COURSE
9-12	501	Spanish 1	10-12	533	German 3
9-12	502	Spanish 2	12	534	German 4
9-12	503	Spanish 3	9-12	541	Latin 1
10-12	506	Spanish 4	10-12	542	Latin 2
11-12	515	Spanish 5	10-12	543	Latin 3
11-12	516	Spanish 6	11-12	544	Latin 4
9-12	510	French 1	9-12	560	Japanese 1
9-12	512	French 2	10-12	561	Japanese 2
9-12	513	French 3	10-12	562	Japanese 3
9-12	517	French 4	10-12	563	Japanese 4
11-12	518	French 5			
11-12	519	French 6			
9-12	531	German 1			
10-12	532	German 2			

NOTE: Middle school students who have successfully completed French/Spanish 1 have the advantage of being able to enroll in the 2nd or 3rd level at the high school; however, no high school credit is awarded for middle school courses.

COURSE DESCRIPTIONS

SPANISH 1

Course 501: 1 credit

Students learn why it is important to understand another culture and how one can use Spanish to enrich one's life outside the classroom. This course is an introduction to the language and culture of the Spanish-speaking world. A high level of student participation is expected through the use of materials and activities designed to enable the student to use the language for communication. Special emphasis is placed on the national standards for communication, cultures, connections, comparisons, and communities.

SPANISH 2

Course 502: 1 credit

Students learn: 1) how cultural legacies shape behavior and world views in the multiple countries and regions where Spanish is spoken; 2) how knowing a world language enhances career opportunities; 3) how learning another language increases understanding of one's native language. This course is a continuation of previous courses. Emphasis is placed on helping the student to communicate orally according to the basic national standards. Continued guided practice on grammatical structures and vocabulary expansion is used to increase novice-level proficiency in all skill areas.

SPANISH 3

Course 503: 1 credit

Students learn: 1) that the world is moving toward a global community; 2) it is increasingly important to attain proficiency in another world language; 3) to engage in conversations, interpret authentic materials, and present concepts in another language. This course is a continuation of Spanish, presenting the more complex structures of intermediate Spanish, increasing the student's communicative vocabulary, and expanding the broad cultural themes of Spanish. Students use all simple tenses. This class is taught primarily in Spanish.

SPANISH 4

Course 506: 1 credit

Students learn that the study of a world language not only serves as a vehicle to explore foreign cultures and ways of thinking, but also as a frame of reference for better understanding English and American "cultures" by comparison. This is a continuation of the Spanish 3 program. The emphasis is placed on the study of more advanced grammatical topics. Rapid acquisition of active and passive vocabulary through selected readings is also a major objective of this course. Written compositions based on the reading selections are required. Students work throughout the year with materials which are specifically designed to correlate with the ACTFL oral proficiency guidelines and the national standards. Students are expected to communicate successfully in basic survival situations. The class is conducted in Spanish.

SPANISH 5

Course 515: 1 credit

Spanish 5 focuses on developing communication skills in Spanish in an immersion environment. Students in Spanish 5 can expect to increase their vocabulary, as well as their oral and written proficiency levels, through small-group work and conversation, while speaking and hearing Spanish 100% of the time. Topics of study are the future, travel, food and dining, and the natural world.

SPANISH 6

Course 516: 1 credit

Spanish 6 focuses on developing high-level communication skills in Spanish in an immersion environment. Students in Spanish 6 can expect to increase their vocabulary, as well as their oral and written proficiency levels through small-group work and conversation, while speaking and hearing Spanish 100% of the time. Topics of study are identity, urban-

rural living, art appreciation, media in the contemporary world, and Mesoamerican civilization.

FRENCH 1

Course 510: 1 credit

Students learn that it is important to participate in a global community where basic needs are expressed and met and information is exchanged. The primary purpose of this course is to establish the importance of participating in a global community. Effective communication skills help students express their basic needs and have these needs met. Students learn the present and near future while focusing on vocabulary acquisition. Reinforcement of classwork is done through the exploration of a variety of cultural topics ranging from Francophone geography to regional French cuisine.

FRENCH 2

Course 512: 1 credit

Students learn about other traditions and customs to increase their awareness of cultural perspectives. They learn how cultural legacies shape behavior and world views in the multiple countries and regions where French is spoken. Special emphasis is placed on the national standards for communication, cultures, connections, comparisons, and communities. Most classwork is conducted entirely in French with emphasis on increasing conversational skills. The cultural focus builds on topics covered in previous courses with a greater focus on everyday life, Paris, the chateaux of France, and Francophone countries and regions.

FRENCH 3

Course 513: 1 credit

Students learn: 1) that the world is moving toward a global community; 2) it is increasingly important to attain proficiency in another world language; 3) to engage in conversations, interpret authentic materials, and present concepts in another language. This course is a continuation of previous French courses, presenting the more complex structures of intermediate French, increasing the student's communicative vocabulary, and expanding the broad cultural themes of French 1 and 2. This class is taught primarily in French.

FRENCH 4

Course 517: 1 credit

Students learn that the study of a world language not only serves as a vehicle to explore foreign cultures and ways of thinking, but also as a frame of reference for better understanding English and American "cultures" by comparison. This is a continuation of the French 3 program. The emphasis is placed on the study of more advanced grammatical topics. Rapid acquisition of active and passive vocabulary through selected readings is also a major objective of this course. Written compositions based on the reading selections are required. Students work throughout the year with materials which are specifically designed to correlate with the ACTFL oral proficiency guidelines and the national standards. Students are expected to communicate successfully in basic survival situations. The class is conducted in French.

FRENCH 5

Course 518: 1 credit

Students learn that literature and cinematography are vehicles for understanding universal themes (social class, racial identity, gender roles, philosophy, etc.) Much time is spent on increasing the students' proficiency according to the ACTFL guidelines and national standards. Above all, at this advanced level, the aim is to perfect the students' speaking as well as their writing ability. Students are exposed to many authentic, culturally rich experiences. Students will write short compositions, often through the acquisition of new French vocabulary. Emphasis is on group discussions, debates and small group presentations, often using multimedia. All classwork is in French.

FRENCH 6

Course 519: 1 credit

Students learn: 1) that the study of foreign cultures helps us better understand our own by comparison; 2) that cultural objectivity promotes tolerance and compassion; 3) what determines cultural identity. This course is equivalent to a second-year college course and is taught exclusively in French. It is intended for those students who have chosen to continue to develop their language proficiency in the four skill areas of listening, speaking, reading, and writing. Students are prepared to analyze critically the form and content of authentic works, have discussions on current topics, write essays in different formats, and hold daily conversations, all in French.

GERMAN 1

Course 531: 1 credit

Students learn that it is important to participate in a global community where basic needs are expressed and met and information is exchanged. The primary purpose of this course is to establish the importance of participating in a global community. Effective communication skills help students express their basic needs and have these needs met. Students learn basic tenses while focusing on vocabulary acquisition. Reinforcement of classwork is done through the exploration of a variety of cultural topics.

GERMAN 2

Course 532: 1 credit

Students learn about other traditions and customs to increase their awareness of cultural perspectives. They learn how cultural legacies shape behavior and world views in the multiple countries and regions where German is spoken. Special emphasis is placed on the national standards for communication, cultures, connections, comparisons, and communities. Most classwork is conducted entirely in German with emphasis on increasing conversational skills. The cultural focus builds on German 1 with greater focus on everyday life: shopping, going to movies, mailing a letter, buying a train ticket, and talking about past events.

GERMAN 3

Course 533: 1 credit

Students learn: 1) that the world is moving toward a global community; 2) it is increasingly important to attain proficiency in another world language; 3) to engage in conversations, interpret authentic materials, and present concepts in another language. The course is taught primarily in German. Upon completion of German 3, students will have learned all the basic German grammar. Emphasis is still primarily on the oral mastery of material, but students write compositions and *Nacherzählungen* regularly. Topics include travel, living in a German-speaking country, and how Germans celebrate holidays.

GERMAN 4

Course 534: 1 credit

Students learn that the study of a world language not only serves as a vehicle to explore foreign cultures and ways of thinking, but as a frame of reference for better understanding English and American “cultures” by comparison. Students are given a thorough review of German grammar. Students work throughout the year with materials which are specifically designed to correlate with the ACTFL oral proficiency guidelines and the national standards. Students are expected to communicate successfully in basic survival situations. Longer works of German literature are read and discussed including plays, short stories, opera selections, and articles on contemporary problems in the German speaking countries. Compositions are regularly written. German 4 is taught exclusively in German.

LATIN 1

Course 541: 1 credit

Latin 1 provides the necessary background in the language to enable the student to read simple Latin. An attempt to understand how language (any language) operates is revealed through a comparison of a highly inflected language like Latin with a much less inflected language, English. In building vocabulary, the importance of English derivatives is constantly stressed. Basic grammar of declensions of nouns and conjugations of verbs plus other points of syntax are covered. The readings cover a broad overview of ancient Roman daily life and culture and form a basis for discussion of its influence on American and English culture. Additional cultural material includes the mythology of Ovid, Livy, and Vergil. Included are hands-on projects to learn about the culture of the ancient Roman world as well as to give students opportunities to acquire skills for real-world experiences. All work aligns with the Standards for Classical Language Learning.

LATIN 2

Course 542: 1 credit

Latin 2 builds on the student’s knowledge from Latin 1 in an effort to read adapted Latin and gain perspective on Modern culture. This will be done through adapted source readings and modern readings based on daily life and popular mythology of the Romans; in particular, the entertainment and the great heroic myths. Grammar will focus on declining nouns and adjectives from all declensions and the conjugation of verbs in the present, perfect and future tenses; the passive and active voices; and the use of participles. Culture and history will be taught through readings which focus on the deeds of the Great Romans involved in the Punic Wars, the Rise and Fall of Caesar, and the creation of the Roman Empire. English vocabulary will be built through close attention to etymology and the use of prefixes and suffixes from Latin. Latin 2 addresses many of the common core principles in English Language Arts as well as various math and science standards.

LATIN 3

Course 543: 1 credit

Latin 3 will focus on building the student’s ability to read adapted reading from native sources. Building on the topics covered in Latin 2, students will progress from the *Ecce Romani* text to using a variety of open-source readings on the myths and Deities of the Roman people. Grammar content will include advanced and more specific uses of all cases, the use of pronouns, and irregular adjectives in all declensions. Heavy emphasis will be placed on learning the hortatory and jussive subjunctive moods, as well as indirect commands, purpose and result clauses. Culture will cover the geography of the eastern Empire, and the heroes of the Republic, and Early Empire through level appropriate, adapted readings. Students will continue to investigate the English derivatives from Latin roots, suffixes, and prefixes, as well as a small selection of Greek derivatives also via roots, suffixes, and prefixes.

LATIN 4

Course 544: 1 credit

Latin 4 will continue to build the student’s ability to read adapted selections from native sources, with a transition to reading original texts. Grammar content will include advanced uses of the ablative and dative cases, introduction of the passive mood, and review of the hortatory and jussive subjunctive moods. New material will include the uses of the subjunctive in the present and imperfect tenses. We will work towards the goal of translating authentic Latin in poetry, drama and prose. Culture will cover the geography of the Northern Empire with a focus on reading Caesar’s *De Bello Gallico* and selections of Livy’s History of Rome.

JAPANESE 1

Course 560: 1 credit

Students learn that it is important to participate in a global community where basic needs are expressed and met and information is exchanged. The primary purpose of this course is to establish the importance of participating in a global community. Effective communication skills help students express their basic needs, and have these needs met. This class is designed to get students speaking Japanese. Students can expect to be able to negotiate greetings; to describe family, hobbies, and daily routines. Students talk about food, prices, and schedules and learn two of three writing systems used in Japan (Hiragana and Katakana with 46 symbols each). There will be much emphasis on cultural context to support communication and interaction with native speakers.

JAPANESE 2

Course 561: 1 credit

Students learn about other traditions and customs to increase their awareness of cultural perspectives. They learn how cultural legacies shape behavior and world views in the multiple countries and regions where Japanese is spoken. Special emphasis is placed on the national standards for communication, cultures, connections, comparisons, and communities. This course expands the student's communication skills in spoken Japanese and builds a basic (50-80) repertoire of Kanji. Topics from Japanese 1 are reviewed with more in-depth vocabulary and structures. New topics in language and culture include regional divisions and specialties within Japan, school subjects and grades, folktales, and language necessary for participating in travel and entertainment in Japan.

JAPANESE 3

Course 562: 1 credit

Students learn: 1) that the world is moving toward a global community; 2) it is increasingly important to attain proficiency in another world language; 3) to engage in conversations, interpret authentic materials, and present concepts in another language. This course expands the student's intermediate communication intermediate skills in spoken Japanese and builds a larger repertoire of Kanji. Topics from Japanese 2 are reviewed with more in-depth vocabulary and structures. New topics in language and culture include target language survival level skills.

JAPANESE 4

Course 563: 1 credit

Students learn that the study of a world language not only serves as a vehicle to explore foreign cultures and ways of thinking, but also as a frame of reference for better understanding English and American "cultures" by comparison. This course is designed for students to review and reinforce previously learned structures of Japanese and acquire additional ones for successful oral and written communication. The course includes a thorough review of the writing systems introduced in Japanese 1, 2, and 3 and introduces a significant number of new kanji with an aim toward developing fluent reading comprehension of authentic written materials.

THE INTERNATIONAL EXPERIENCE (TIE)

Course 587: .25 credit

Four student foreign exchange programs are sponsored by the World Language Department with interdepartmental support from throughout the school. Students spend approximately 2½ weeks living with families, attending our partner schools, and participating in activities planned by our hosts. Students participating in the French or Spanish programs must be enrolled at least in French 2 or Spanish 2. All TIE students must have and maintain a 2.5 grade point average. They must prepare reports on some aspect of life in the U.S. to be presented abroad. Regular attendance at orientation sessions and in classes at the foreign school is also required. Adherence to all TIE and SBHS program policies and the SBHS student handbook is required. Interested students submit an application form to a TIE selection committee in the spring preceding the school year in which students travel abroad.

VERMONT VIRTUAL LEARNING COOPERATIVE ONLINE COURSES

The Vermont Virtual Learning Cooperative (VTVLC) offers SBHS students access to over 70 different free online courses. Courses, facilitated by licensed Vermont teachers, meet rigorous national standards and are designed to meet many of our graduation requirements. Here is a sample of course offerings during the 2017-2018 academic year: Algebra 1 and 2, Geometry, Calculus, AP Microeconomics, AP Politics and Government, Psychology, AP Environmental Science, Biology, Physics, AP English, English 9-12, Japanese, Latin, Spanish, Game Design, Life Management Skills, SAT Prep, and Personal Fitness.

For more information about VTVLC and the 2017-2018 course catalog, talk with your school counselor or visit www.vtvlc.org.

TECHNICAL CENTER PROGRAMS

Students from South Burlington High School who wish to enroll in a technical program may do so at either the Burlington Technical Center or Center for Technology, Essex, depending on the chosen course. The tuition is paid for by the City of South Burlington and The State Department of Education. **These programs are open to juniors and seniors with the exception of the Essex Pre-Tech Program, which is open to sophomores.** Completion of a full program (2 years at BTC) may result in an equivalency credit being given in Social Studies,

English, Fine Arts, Math, or Science. (See course description for details.) Programs taught at the Burlington Technical Center are half day in length and may be held in either the morning or the afternoon. Programs taught at the Center for Technology, Essex are full-day programs, with students returning to SBHS for a class at the end of the day. Any student or parent/guardian interested in learning more about a particular program should contact the Guidance Office at the high school. There is a special registration form to fill out for these programs.

BURLINGTON TECHNICAL CENTER

The Burlington Technical Center offers high school juniors and seniors the opportunity to develop the technical, academic, and employability skills needed to start careers either through employment after high school or by continuing on to college. BTC partners with area businesses and organizations to provide career exploration and develop technical and employability skills through job shadows, internships, or paid work experiences.

Students attend the Burlington Technical Center for 2 hours and 15 minutes, either in the morning or the afternoon, and may earn a total of 3 credits each year toward graduation. They are able to return to their home schools for other academic courses. BTC programs are designed to be completed in two years, although some students attend for one year to begin an introduction to a career field. Many programs offer transcribed college credits through dual enrollment programs at Community College of Vermont and Vermont Technical College.

BURLINGTON TECHNICAL CENTER: COURSES FOR SBHS STUDENTS

Pre-Tech Foundational: Design Tech - for 10th Grade Students
(Digital Media, Design and Illustration, Programming and Computer Science)

Auto Body Repair I	Design and Illustration I
Auto Body Repair II	Design and Illustration II
Automotive Science and Technology I	Electronic Recording Arts I
Automotive Science and Technology II	Electronic Recording Arts II
Aviation Technology I	Human Development and Education I
Aviation Technology II	Human Development and Education II
Computer Systems I	Medical and Sports Sciences I
Computer Systems II	Medical and Sports Sciences II
Criminal Justice I	Welding/Metal Fabrication I
Criminal Justice II	Principles of Engineering, Architecture, and Construction
Culinary/ Professional Foods I	Welding/Metal Fabrication II
Culinary/Professional Foods II	

Visit the BTC website at www.burlingtontech.info for additional information, and consult your school counselor to see how a BTC program can fit into your schedule.

CENTER FOR TECHNOLOGY, ESSEX (CTE)

The Center for Technology, Essex (CTE) operates a full-day, flexible block schedule. This schedule allows juniors and seniors to complete a technical program in one year. Most students attend CTE daily, from 9:40 a.m. - 2:05 p.m. Every program offers two to three academic credits (math, science, English, social studies, etc.) as well as up to four elective credits toward high school graduation. In addition, some students take separate academic courses (e.g. algebra, chemistry) at CTE, Essex High School, or a local college to meet graduation or college entry requirements. Our schedule allows flexibility for serious students.

The primary objective of our CTE programming is to provide each student with specific knowledge, skills, and theory to enable him/her to either obtain employment upon completion of the program and/or to enter college. All eligible students participate in a "Career Work Experience" (internship) related to their technical field during their program at CTE. For successful students, this may evolve into a paid work (co-op) position. Industry credentials and/or licenses are affiliated with all programs.

College Connection: Many CTE programs qualify for dual enrollment credits that award eligible students college credit for their CTE program. These agreements include college transcripts and transferable credit. CTE students are also offered the opportunity to take other college courses for free or at a reduced rate at area colleges

PROGRAMS

For 11th and 12th Grade Students - Full-day programs

Automotive Technology I & II
Building Technology: Residential
Building Technology: Systems
Childhood Education/Human Services I & II
Computer Animation and Web Page Design I & II
Computer Systems Technology I & II
Cosmetology Arts and Sciences I & II
Dental Assisting
Design and Creative Media I & II
Engineering/Architectural Design I & II
Health Informatics
Natural Resources and Agriscience Technology: Mechanical Science
Natural Resources and Agriscience Technology: Forestry
Professional Food Services I & II
Apprenticeship Training/ Internships

For 10th Grade Students - Full-day programs

Pre-Tech Explorations - Foods, Health, and Human Development
Pre-Tech Education: BASES - Building Arts and Small Engine Systems
Pre-Tech Explorations: IDEA - Information Technology, Design,
Engineering, and Arts

Pre-Tech Explorations: Natural Resources
Pre Tech Explorations: Culinary, Hospitality and Tourism
Pre-Tech Foundations: Intro to Engineering
Pre-Tech Foundations: Intro to Automotive Technology

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SOUTH BURLINGTON HIGH SCHOOL

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