February 2022

Dear Students:

The inventor Thomas Alva Edison said, Opportunity is missed by most people because it is dressed in overalls and looks like work.

This catalog is filled with opportunities to grow academically, creatively, physically, and emotionally. Picture yourself engaged in the learning process, building your future as an active participant in our caring community. Seek classes that not only build on your passions and strengths, but also help you discover new interests, new capabilities, new skills. Think of yourself not just as a student, but as an explorer discovering yourself through each learning experience.

It may take a little work, but your future is worth it. Good luck with your journey.

Sincerely,

Mark H. Tashjian
Headmaster

Note: While we hope to be able to offer every course listed in this booklet, on occasion a course is canceled due to lack of enrollment, scheduling difficulties, or other similar circumstances. Conversely, we may add additional courses that will be announced at an appropriate forum.
Introduction

This publication is designed to help students map out their studies at Burr and Burton, along with guidance from school counselors, advisors and teachers. In order to properly plan their curriculum, students should consider the courses that they need to take in the current year as well as in future years. The choices made should reflect college and career goals.

Students are encouraged to work with their school counselor to design a plan of study. This includes measuring the fulfillment of graduation requirements and setting academic goals.

Graduation Requirements

Burr and Burton requires 28 credits for graduation. The total number of credits includes 19 from required core courses, supplemented by credits from elective courses.

Core Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>World &amp; U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>SS Elective</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics and Science (4/3 or 3/4)</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Wellness</td>
<td>1</td>
</tr>
<tr>
<td>Arts</td>
<td>1</td>
</tr>
<tr>
<td>Technology</td>
<td>1</td>
</tr>
</tbody>
</table>

Although world language classes are not a Burr and Burton graduation requirement, they are frequently a college admissions requirement; college-bound students should plan accordingly.

All seniors must be enrolled in 1 English and 1 social studies course.

Students who attend the Mountain Campus earn a total of four required credits: 1 in social studies, 1 in science, 1 in English, and 1 in physical education. These four credits are accepted in lieu of required courses in each curricular area on the main campus.

A student who is a member of a Burr and Burton competitive sports team for a season is eligible for a one-third-credit exemption toward the physical education requirement.

Students must fulfill their yearly service-learning requirement.

Courses that fulfill requirements for graduation in more than one discipline are listed under both disciplines.

While planning, students should consider the following questions:

- What subjects interest me and why? In what subjects have I been most engaged?
- What type of education will I need beyond high school in order to fulfill my college and career goals?
- What courses am I curious about and might like to explore?
- What kind of student have I been? What kind of student do I aspire to be?

A worksheet located on the inside back cover of this booklet is available to help students draft a four year high school plan.

School counselors, faculty advisors, and teachers all hope that students will challenge themselves at the highest appropriate level and explore the rich array of courses that Burr and Burton offers. In selecting courses, students should be aware of graduation requirements, as well as the sequencing of courses in certain disciplines.

The Grading System

Burr and Burton uses a letter grading system and letter grades have the following numerical equivalents:

- A+: 97-100
- B+: 87-89
- C+: 77-79
- D+: 67-69
- A: 93-96
- B: 83-86
- C: 73-76
- D: 63-66
- A-: 90-92
- B-: 80-82
- C+: 70-72
- D+: 60-62
- F: Below 60

The following table indicates the values given at different course levels for weighted GPA.

<table>
<thead>
<tr>
<th></th>
<th>Advanced Placement</th>
<th>Honors Preparatory</th>
<th>College</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>5.5</td>
<td>5</td>
<td>4</td>
</tr>
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<td>5</td>
<td>4.5</td>
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<td>D</td>
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<td>2.5</td>
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<td>1</td>
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<tr>
<td>F</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Repeatable and Retaken Courses

Repeatable courses, such as Instrumental Music Ensemble (Band), allow students to earn a grade as well as the associated credit each time the course is taken. Repeatable courses are not to be confused with retaken courses, which is when a student retakes a course in order to improve mastery. After completing a retaken course, the student’s new grade is averaged with previous grades, and then factored into the student’s grade point average. Both grades and credits (first and second) appear on the student’s transcript. Retaken courses count as a single credit in fulfilling graduation requirements.

Honor Roll

Honor Roll is announced annually in June and is based on all final course grades for the year. To qualify, a student must have attended Burr and Burton for the entire academic school year on a full-time basis. Honor roll designations are calculated using an unweighted GPA, and fall into two categories: Headmaster’s List (an overall grade point average of 4.00) and Honors (an overall grade point average of 3.50 or higher). Graduation honor cords are awarded to all students with a cumulative, unweighted GPA of 3.75 at the start of the second semester of senior year (beginning with the class of 2022). Any student who fails a course, receives an incomplete, or has an empty grade for any course is ineligible for honor roll status. Students may appeal their honor roll standing by contacting their school counselor.

Academic Course Load

All students must take a minimum of four core academic courses each year, ideally with two each semester. Academic courses are defined as ones that require homework and/or have independent work expectations. Students are also expected to take four elective courses each year; seniors are expected to take at least three elective courses.
Credits Required for Promotion

Freshman to sophomore year: 6 credits.
Sophomore to junior year: 13 credits.
Junior to senior year: 20 credits.
Seniors need a minimum of 28 credits for graduation. Transfer students who arrive at Burr and Burton with a credit deficit may graduate with 26 credits.

Prerequisites and Sequential Courses

All course prerequisites must be satisfied before a student can enroll in a course. Students should pay careful attention to prerequisites when selecting courses.

Dropping or Adding Courses

When students select a course, it is expected that this is a final decision on their part and that they will see the course through to completion. If a student’s interest in a course changes after registration, possible schedule changes should be discussed with their school counselor before the start of the new semester. Once classes begin, it becomes very difficult to change schedules, so students should be prepared to remain in their chosen classes.

Students considering college athletic participation at the Division 1 or Division 2 level should include courses approved by the NCAA in their four-year plan; these courses must be at the College Preparatory level or higher. For specific information, students can refer to the NCAA Clearinghouse resources online at http://www.ncaa.org/student-athletes/future, or speak to their school counselor.

A Note About Course Titles and Credits

Class titles prefaced by CP are taught at the College Preparatory Level. Class titles prefaced by Honors are taught at the Honors Level. Class titles prefaced by AP are taught at the Advanced Placement Level. Classes without one of the above designations are taught at the General Level. All classes, unless otherwise indicated, fulfill 1 course credit.

Student Records

Accurate and secure permanent records and educational files are maintained for each student by the school registrar. Transcripts and other permanent records are prepared and forwarded upon written request.

Dual Enrollment:

College Courses on the Burr and Burton Campus

With the 2013 passage of the Flexible Pathways bill, Vermont’s dual enrollment program allows eligible Vermont high school students to take two tuition-free college courses in their junior and/or senior year. Dual enrollment opportunities include summer courses and online courses, in addition to courses on a college campus. The college professor assesses student work, and grades are reported on both the Burr and Burton and the college transcript. Students are subject to the policies and procedures of the sponsoring college or university.

At Burr and Burton, dual enrollment courses, unless taught by Burr and Burton faculty and/or offered on the Burr and Burton campus, fulfill elective credit, supplementing but not replacing Burr and Burton core academic courses. Some exemptions may be made for seniors, pending approval by the academic dean. Students must be juniors or seniors with a 3.0 or higher GPA, and must fully complete dual enrollment courses with a B or higher in order to take another. Students interested in taking a dual enrollment course should speak with their school counselor.

In 2022-2023, the following dual enrollment courses will be offered on the Burr and Burton campus:

- **HONORS CONFLICT RESOLUTION—Dual Enrollment**
  - Juniors and Seniors
  - 3 Bennington College credits
  - 1 Burr and Burton social studies elective credit
  - In an interdisciplinary approach, theories of conflict resolution are introduced and then explored through a number of different prisms. These include the nature of peace, the Arab-Israeli Conflict, the Bible, Rock and Roll, the arts, and the environment. The course culminates during its last two sessions with students sharing and discussing their own personal conflict resolution philosophy and statements.

- **INTRODUCTION TO COLLEGE AND CAREERS—Dual Enrollment**
  - Sophomores and Juniors
  - Co-sponsored by the Community College of Vermont (CCV)
  - 1 Burr and Burton elective credit, pass/fail
  - Introduction to College and Careers is designed to engage students in thinking about learning and education and the role these play in achieving personal and career goals. The readings and assignments focus on strengthening skills in civil discourse, critical thinking, and interactive discussion. In addition, the course helps students explore the skills and expectations needed to be successful at the college level. Students have opportunities to learn and practice time management skills, understand the role of financial aid in paying for college, and to explore the flexibility of post-secondary education options. This course prepares students to take advantage of the two free dual enrollment vouchers that high school juniors and seniors are allowed under the Flexible Pathways legislation. Students meet with their CCV college professor once a week; on the other four days of the week, students hone their academic, technological, research and leadership skills and further their job interview and resume building skills.

- **CP/HONORS VERMONT COLLOQUIUM: OUR LANDS, ECONOMY, AND RIGHTS—MCS, Dual Enrollment**
  - Juniors and Seniors at the Burr and Burton Mountain Campus
  - 1 Burr and Burton social studies credit
  - 3 Bennington College credits
  - Mirror, conclusion, and synthesis of the Vermont Almanac and a collection of texts from across the history of the state and region. The curriculum focuses on rural life, and on Vermont towns and wilderness areas, with case studies that examine the history of the state’s land use, economy, and civil rights. While students gain knowledge about history, they also engage with present-day issues and work on projects to shape Vermont’s future. Through additional field work and projects, students at all grade levels may earn honors credit in this course. Juniors and seniors who meet the requirements for dual enrollment may also earn Bennington College credit by pursuing advanced work.

HONORS CONFLICT RESOLUTION—Dual Enrollment

Juniors and Seniors

3 Bennington College credits

1 Burr and Burton social studies elective credit

In an interdisciplinary approach, theories of conflict resolution are introduced and then explored through a number of different prisms. These include the nature of peace, the Arab-Israeli Conflict, the Bible, Rock and Roll, the arts, and the environment. The course culminates during its last two sessions with students sharing and discussing their own personal conflict resolution philosophy and statements.

INTRODUCTION TO COLLEGE AND CAREERS—Dual Enrollment

Sophomores and Juniors

Co-sponsored by the Community College of Vermont (CCV)

1 Burr and Burton elective credit, pass/fail

Introduction to College and Careers is designed to engage students in thinking about learning and education and the role these play in achieving personal and career goals. The readings and assignments focus on strengthening skills in civil discourse, critical thinking, and interactive discussion. In addition, the course helps students explore the skills and expectations needed to be successful at the college level. Students have opportunities to learn and practice time management skills, understand the role of financial aid in paying for college, and to explore the flexibility of post-secondary education options. This course prepares students to take advantage of the two free dual enrollment vouchers that high school juniors and seniors are allowed under the Flexible Pathways legislation. Students meet with their CCV college professor once a week; on the other four days of the week, students hone their academic, technological, research and leadership skills and further their job interview and resume building skills.

CP/HONORS VERMONT COLLOQUIUM: OUR LANDS, ECONOMY, AND RIGHTS—MCS, Dual Enrollment

Juniors and Seniors at the Burr and Burton Mountain Campus

1 Burr and Burton social studies credit

The social studies curriculum at the Mountain Campus engages students with their community as they explore the history of Vermont’s distinct culture. Students study and meet with a range of living Vermonters, as well as hear the voices of Vermonters through the Vermont Almanac and a collection of texts from across the history of the state and region. The curriculum focuses on rural life, and on Vermont towns and wilderness areas, with case studies that examine the history of the state’s land use, economy, and civil rights. While students gain knowledge about history, they also engage with present-day issues and work on projects to shape Vermont’s future. Through additional field work and projects, students at all grade levels may earn honors credit in this course. Juniors and seniors who meet the requirements for dual enrollment may also earn Bennington College credit by pursuing advanced work.

Dual Enrollment:

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  - Sophomores and Juniors
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- **CP/HONORS VERMONT COLLOQUIUM: OUR LANDS, ECONOMY, AND RIGHTS—MCS, Dual Enrollment**
  - Juniors and Seniors at the Burr and Burton Mountain Campus
  - 1 Burr and Burton social studies credit
  - The social studies curriculum at the Mountain Campus engages students with their community as they explore the history of Vermont’s distinct culture. Students study and meet with a range of living Vermonters, as well as hear the voices of Vermonters through the Vermont Almanac and a collection of texts from across the history of the state and region. The curriculum focuses on rural life, and on Vermont towns and wilderness areas, with case studies that examine the history of the state’s land use, economy, and civil rights. While students gain knowledge about history, they also engage with present-day issues and work on projects to shape Vermont’s future. Through additional field work and projects, students at all grade levels may earn honors credit in this course. Juniors and seniors who meet the requirements for dual enrollment may also earn Bennington College credit by pursuing advanced work.
In English courses at Burr and Burton, students explore the themes of individualism and community, tradition and change, and culture as a source of power. Students write memoir, poetry, fiction, and response to text essays; they work towards synthesis of evidence and the development of arguments. Texts include The White Tiger and Born a Crime, as well as classic and contemporary science fiction. The course features projects involving oration, debate, art, and music as students develop an understanding of the human condition through literature, history, art history, and philosophy.

**HUMANITIES WORKSHOP 1**

2 credits (1 English, 1 social studies)

This course is modeled on the CP Humanities 1 course but includes greater opportunities for review and practice. Directed at the improvement of the student’s reading, writing, thinking, problem solving, and research skills, this full-year course for freshmen is taught by one humanities teacher and one special educator in a workshop setting. Using historical as well as contemporary issues as a lens, students consider the following essential question: what does it mean to be human? Through this question, students explore the themes of individualism and community, tradition and change, and culture as a source of power. Texts include Born a Crime, The Gilded Ones, and Insurgent. Admission to this class is determined by the English and social studies departments, in consultation with the school counselors, the academic dean, and the special services department.

**CP HUMANITIES 1**

2 credits (1 English, 1 social studies)

Co-taught by an English teacher and a social studies teacher, this year-long class is a simultaneous exploration of literary genres and culture. The essential skills and understandings from both English and social studies are combined to offer students context and connection, as well as opportunities to explore issues and themes from multiple perspectives and make global connections that lead to in-depth understanding. Students learn how to become active readers and develop their writing skills in a variety of genres. Students transition to their new school through an orientation to the library, the technology, and the culture of Burr and Burton. Using historical as well as contemporary issues as a lens, students consider the following essential question: what does it mean to be human? Through this question, students take the concepts and skills they learned in CP Humanities 1 and apply them to increasingly complex tasks, including a response-to-literature analytical essay. Potential readings include Macbeth, Things Fall Apart, The Odyssey, The Adventures of Huckleberry Finn, The Curious Incident of the Dog in the Nighttime, The Kite Runner, Jane Eyre, Beowulf, Great Gatsby, and a variety of short stories and poems. Upon completion of the course, students are prepared to take either one of the two Advanced Placement English courses, or a Senior English course. PREREQUISITE: Successful completion of CP English 2, or recommendation of English Workshop 2 teacher.

**ENGLISH WORKSHOP 3**

This course is designed as a workshop to provide juniors with individualized instruction in reading and writing. Emphasis is on the writing process, as students work on a wide variety of writing assignments; tasks are broken down and students receive support throughout the process. Through regular conferences, students learn fundamental writing skills, which they apply to their work. Students practice reading comprehension strategies and use independent reading assignments to foster an interest in reading and in effective reading habits. Goal setting, accountability, and personal reflection are encouraged. Admission to this class is determined by the English department, in consultation with the school counselors, the academic dean, and the special services department.

**AP ENGLISH LANGUAGE AND COMPOSITION**

Juniors and Seniors

This course fulfills the junior English requirement, or the senior English requirement if taken during senior year. Sophomores who have successfully completed CP English 2 are eligible if space is available. AP English Language and Composition is a study of rhetoric, a class on argument and persuasion. Students learn rhetorical strategies and devices to become more effective writers and readers of argument. Writing tasks focus on synthesizing sources to support arguments, developing positions through frameworks that extend a line of reasoning, using evidence effectively, and writing

**PREREQUISITE: Successful completion of CP Freshman English courses, or CP English 3.**

**CP ENGLISH 2: LITERATURE AND COMPOSITION**

How do stories shape us? How does voice shape story? Through the study of world literature and oral tradition, students examine these questions as they read and write about a variety of themes, places and perspectives. Students take the concepts and skills they learned in CP Humanities 1 and apply them to increasingly complex tasks, including a response-to-literature analytical essay. Potential readings include Macbeth, Things Fall Apart, The Odyssey, The Adventures of Huckleberry Finn, The Curious Incident of the Dog in the Nighttime, The Kite Runner, Jane Eyre, Beowulf, Great Gatsby, and a variety of short stories and poems. Upon completion of the course, students are prepared to take either one of the two Advanced Placement English courses, or CP English 3. PREREQUISITE: Successful completion of CP Freshman English courses, or recommendation of the Freshman Humanities Workshop teacher.

**ENGLISH WORKSHOP 2**

This course is designed as a workshop to provide sophomores with individualized instruction in reading and writing. Emphasis is on the writing process as students work on a wide variety of writing assignments; tasks are broken down and students receive support throughout the process. Through regular conferences, students learn fundamental writing skills, which they apply to their work. Students practice reading comprehension strategies and use independent reading assignments to foster an interest in reading and in effective reading habits. Goal setting, accountability, and personal reflection are encouraged. Admission to this class is determined by the English department, in consultation with the school counselors, the academic dean, and the special services department.

**ENGLISH WORKSHOP 1**

This course models the CP Humanities 1 course and includes greater opportunities for review and practice. Directed at the improvement of the student’s reading, writing, thinking, problem solving, and research skills, this full-year course for freshmen is taught by one humanities teacher and one special educator in a workshop setting. Using historical as well as contemporary issues as a lens, students consider the following essential question: what does it mean to be human? Through this question, students explore the themes of individualism and community, tradition and change, and culture as a source of power. Texts include Born a Crime, The Gilded Ones, and Insurgent. Admission to this class is determined by the English and social studies departments, in consultation with the school counselors, the academic dean, and the special services department.

**CP HUMANITIES 1**

2 credits (1 English, 1 social studies)

This course is modeled on the CP Humanities 1 course but includes greater opportunities for review and practice. Directed at the improvement of the student’s reading, writing, thinking, problem solving, and research skills, this full-year course for freshmen is taught by one humanities teacher and one special educator in a workshop setting. Using historical as well as contemporary issues as a lens, students consider the following essential question: what does it mean to be human? Through this question, students explore the themes of individualism and community, tradition and change, and culture as a source of power. Texts include Born a Crime, The Gilded Ones, and Insurgent. Admission to this class is determined by the English and social studies departments, in consultation with the school counselors, the academic dean, and the special services department.

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with a mature style that embraces complexity. Students read challenging texts, including speeches, letters, essays, and a variety of nonfiction as they learn to recognize how the rhetorical situation relates to the purpose and strategies employed by authors. Current events are emphasized as students read and make arguments that are relevant to their world; students also gain experience in public speaking through discussions, speeches, and debates. PREREQUISITE: It is recommended that students have an AP English 2 or 3, and the endorsement of their English teacher. All students must complete the pre-course reading and essay requirements. Students opting to take the AP exam are responsible for the exam fee of approximately $100 (fee reduction applications are available in the school counseling office).

AP LITERATURE AND COMPOSITION

Juniors and Seniors

This course fulfills the junior English requirement, or the senior English requirement if taken during senior year. Sophomores who have successfully completed CP English 2 are eligible if space is available. This is a literature course featuring novels, plays, short stories, and poetry. It focuses on literary analysis and interpretation. The course is taught seminar style; class participation is essential to the success of each student, and the class. Moreover, writing, both long and short essays, is a frequent component of this class. Student-teacher conferences are frequently required, as is public speaking in the form of both speeches and poetry recitation. Readings come from many periods in both American and English literature, and may include: Love Medicine, Ceremony, Heart of Darkness, A Known World, Oedipus, Hamlet, Crime and Punishment, and a variety of nonfiction as they learn to recognize how the culture of hip hop, trace influences, and use music to make connections to history. Readings include a wide variety of fiction and fiction; students also listen to diverse music in order to learn to “read” songs and to analyze them. Literary study, creative writing, historical research, and the opportunity to make original music are all featured aspects of this course. This course fulfills either the senior English or senior social studies requirement for graduation.

Senior English Courses

The following courses are open to seniors and to recommended juniors and sophomores as an English elective if space allows. They fulfill the senior English requirement for graduation. Any sophomore or junior who enrolls in one of these courses must also take a senior English course during senior year, as senior electives cannot be taken in place of standard sophomore or junior English classes.

CP CREATIVE WRITING

This course is designed for students who wish to gain a broader understanding of language and how to best express themselves. It is focused on a complete understanding of, and appreciation for, the process of revision as a means to clear writing. The format is a workshop, thereby placing primary responsibility on each student to give constructive and accurate criticism to fellow classmates. Students read a wide variety of contemporary poetry and prose, which they analyze and discuss. In addition to poetry and fiction, students also write expository essays, conduct research, and submit work to Between Ranges, the school literary magazine. Students frequently present their work to the class and to the public in a writing celebration.

CP HISTORY OF HIP HOP

1 social studies or 1 English credit

Students in this course examine the history of hip hop music to develop a deeper understanding of both American and African-American culture. Students explore Black music history from the spirituals of enslaved Africans to contemporary hip hop. They learn about the rich culture of hip hop, trace influences, and use music to make connections to history. Readings include a wide variety of fiction and nonfiction; students also listen to diverse music in order to learn to “read” songs and to analyze them. Literary study, creative writing, historical research, and the opportunity to make original music are all featured aspects of this course. This course fulfills either the senior English or senior social studies requirement for graduation.

CP INTRODUCTION TO JOURNALISM

How and why do we report the world around us? What makes writing through the study and writing of a wide variety of nonfiction pieces, from brief hard news to in-depth investigative journalism, students explore and examine these questions, closely looking at the ethics and responsibilities of a good journalist, and practice different forms and styles of writing. In addition to articles and essays, course texts include The Immortal Life of Henrietta Lacks, On Writing Well, The Warmth of Other Suns, and Missoula. Students write, workshop, and reflect on the month-long investigative pieces they work on with a specific person, place, or question. They also complete a research essay. Finally, in conjunction with the cinematography classes and BBA News, students get an authentic understanding of the collaborative and time-sensitive nature of broadcast news by producing news stories for the community.

CP NATURE AND WRITING: IDENTITY, EMPATHY AND WONDER

See course description under Mountain Campus Semester.

CP SPEECH AND COMPOSITION

This course includes (1) instruction and review of essential grammatical concepts necessary for correct writing; (2) instruction and practice in the process of composition; (3) instruction and practice in the process of composition including the following: coming up with a topic, defining purpose, audience, and usage; (4) instruction and practice in a variety of writing tasks including personal narration, description, persuasion, and exposition; (5) instruction and practice with speaking skills, particularly poise, effective body language, and use of eye-contact; (6) development of personal identity and confidence through exploration and creation of writing topics and public speaking experiences; (7) a sense of friendship and community fostered through speaking activities, storytelling, peer conferencing, and the facing and conquering of a common fear. Readings include a variety of independent reading selections. The course culminates in a research-based presentation.

CP TELLING STORIES: MEMOIR, MYTH, AND FAIRY TALE

Why do people tell stories? Why do communities tell myths and legends? Are fairy tales an important part of childhood development? What are the connections between story and identity? This course explores the vital role that storytelling plays in our lives, and how it shapes our world view. Students read creation and hero myths from around the world, as well as classic fairy tales and a wide variety of memoirs. Students are also introduced to the pantheon of Greek and Norse gods and their associated stories. Nonfiction sources include excerpts from The Uses of Enchantment, The Power of Myth, Myths and Heroes with a Thousand Faces, Black Sheep: How Our Family Stories Shape Us, and theory by Carl Jung. Students write and revise weekly papers, keep a daily response journal, and perform and present stories to the class via creative projects. The structure of the course offers students a pre-collegiate experience.

ENGLISH LANGUAGE DEVELOPMENT

The English language development program at Burr and Burton Academy offers students the instruction and support needed to succeed in an immersive English environment. Vermont students identified as English language learners are required to receive English language instruction, as are international students who have not met their language proficiency level of English proficiency. All international students must matriculate into at least one mainstream English class before graduation.

The following English language development classes are offered for students who are not native speakers of English. The purpose of these classes is to advance language ability so that students have the foundational skills to be successful communicators. Students are placed in the appropriate course level based on their WIDA or Duolingo scores.

ENGLISH LANGUAGE ARTS 1

This skill-building course is designed for students who find conducting daily life in English to be challenging. Students learn to compose emails and take notes, as well as summarize and draw conclusions about stories. They build media literacy skills through leveled research projects, descriptive and evidence-based writing tasks, and by collaboratively solving literary-based mysteries. ELA 1 prepares students for ELA 2 or North American History.

ENGLISH LANGUAGE ARTS 2

Designed for students who can use English productively in social situations and can compose short writing pieces about familiar situations and hobbies, this skill-building course helps students learn to discuss and deconstruct stories and podcasts by using targeted academic language. Students expand their evidence-based writing skills by drafting text responses and expository pieces. ELA 2 prepares students for ELA 3 or North American History.
ENGLISH LANGUAGE ARTS 3
This course is designed for students who can use English to describe experiences, events, and ambitions. Students learn to support their thoughts and opinions clearly and cohesively through speaking and writing. They compose thoughtful responses to literature, analyze texts, podcasts and documentaries; they participate in critical discussions; and, they construct argumentative and persuasive essays. It is recommended that ELA 3 students advance to ELA 4 or to The Language of Literature.

ENGLISH LANGUAGE ARTS 4
Designed for students who can proficiently use English to communicate about literature, this student-centered course helps students refine their skills so they can contribute productively and work collaboratively in a CP English class. Students deconstruct, annotate, and analyze literary texts and pursue several self-directed projects. ELA 4 students advance to a CP English class or to The Language of Literature.

THE LANGUAGE OF LITERATURE
Designed with college readiness in mind, this course focuses on reading and analyzing poetry, short stories, and novels. Students explore both popular and classic literature with an emphasis on American authors. In addition to active reading, writing is a central component; students draft literary analyses, complete a research-based project, and construct and deconstruct argumentative essays. Daily activities reinforce grammar, usage and mechanics. Students learn how to embed quotes, use MLA formatting, punctuate properly, and avoid the pitfalls of plagiarism. Highly recommended for advanced level students planning to attend U.S. colleges.

NORTH AMERICAN HISTORY: THE FIRST AMERICANS THROUGH THE CIVIL WAR
This course is a student-centered class designed to strengthen students’ critical thinking skills while simultaneously gaining a chronological understanding of American history. It is intended for students who are new to the American education system and who do not yet have the foundational knowledge and/or reading comprehension skills to succeed in CP World and U.S. History classes. The curriculum is offered in two parts; students can take them in any order:

ENGLISH LANGUAGE SUPPORT
An individualized English language support class is available for students who would benefit from additional language-based academic support in order to succeed in their core classes. Students may take the course in conjunction with other language development classes and may repeat the course for credit with permission of the teacher.

EXTRACURRICULAR OFFERINGS FOR ENGLISH LANGUAGE LEARNERS
The following offerings are available to English language learners for enrichment purposes. They do not fulfill graduation requirements: Writing Club, TED-ED Club, and the Language Learner Book Club. In addition, two hybrid learning classes are available online with teacher support: TOEFL Test Preparation, and Academic Honesty and American Norms.

ENGLISH

Farm and Food Studies
The 60-acre meadow at Hildene offers the following resources to Burr and Burton students: a variety of ecosystems to explore, including forests, fields and wetlands; the Hildene farm’s extensive gardens, pastures, and other agricultural facilities; a state-of-the-art teaching greenhouse; a classroom housed in an historic 19th century barn; a dedicated Burr and Burton garden; and opportunities to collaborate with working farmers and community partners.

Shared institutional goals for the Burr and Burton and Hildene partnership include:
• a desire to bring sustainability to the forefront of each organization’s respective program;
• allowing students the opportunity to invest in their community, learn more about what they can do to make a positive environmental impact; and, through place-based, experiential learning, study agriculture, food systems, and the science, economics and politics of our local environment;
• engaging students in growing food to serve the needs of Burr and Burton, Hildene, and food access in the local community;
• enabling thoughtful curricular integration across Burr and Burton’s academic disciplines by using the farm as a vehicle for learning through class visits, hands-on projects, service experiences, and inter-department collaboration.
INTRODUCTION TO SUSTAINABLE AGRICULTURE

1 science credit
This course provides students with a foundation in the skills and understanding needed to develop and maintain a successful farm or garden. Working on site at the Hildene farm and greenhouse, students plant, weed, and harvest crops, experiment with growing techniques, and investigate soil health, nutrient cycling, and land management practices. Students explore and study the ecosystems that surround the farm. Hands-on, inquiry-based lab experiences are complemented by readings, projects, and conversations with agricultural professionals. Students have the unique experience of producing food for our local food system. NOTE: This course does not have a prerequisite, but it does not replace or fulfill the Foundations of Science requirement.

CP FARMS, FOOD, AND SYSTEMS THINKING

Sophomores, Juniors, and Seniors
1 social studies elective credit or 1 science credit
Students explore systems theory as it applies to the farm, the natural world, and the communities they are a part of. Specific areas of study include: living and nonliving systems, fundamentals of sustainable farming, and agricultural practices, including practical lessons in harvesting and preparing food. Students also explore the social, political, economic, and environmental challenges associated with developing a sustainable local food system. Students learn through visits to local farms, conversations with agricultural professionals, and participation in Burr and Burton’s farm to school initiative. This course provides students with the opportunity to explore topics through research, problem-based learning, fieldwork, and reflective writing. It is based primarily at Burr and Burton’s Hildene farm classroom. PREREQUISITE: Successful completion of Foundations of Science.

CP ETHNOBOTANY: THE HUMAN USES OF PLANTS

1 science credit
Designed for students who enjoy hands-on learning, this lab-based botany course connects botanical knowledge with human tradition. Students learn about plant ecology, anatomy, and classification while developing their skills in identification, observation, and collecting and analyzing data in the field. Botanical learning is paired with the medicinal, edible, and utilitarian uses of local plants, and students gain experience making teas, salves, decoctions, fiber, dyes, food, and more. Students also examine and reflect on the links between botanical practices and human society and culture. This class is based primarily at Burr and Burton’s Hildene farm classroom. PREREQUISITE: Successful completion of Biology, CP Biology, or CP Forest Ecology and Systems Dynamics.

CP/HONORS ECOLOGY AND EVOLUTIONARY BIOLOGY

Juniors and Seniors
1 science credit
Students in this course tackle some of the major questions in ecology and evolutionary biology. What factors influence an ecological community? How have species changed and evolved? How do humans change the environment? What is the fate of our natural world? Using natural resources and biological communities at the Hildene farm, the course employs technology, observation and natural history to answer these questions. Students are introduced to a broad range of techniques used in the field to collect and analyze data, giving them a taste of what is required to be a field biologist. Students read essays and papers from some of the leading ecology and evolutionary biologists, develop their own experiments, and use critical thinking to process data. Fieldwork (including maintenance of a detailed field notebook), research, labs, and presentations are all important facets of this project-based class. PREREQUISITE: Successful completion of Biology, CP Biology, or the permission of the science department chair.

FARM SKILLS INTENSIVE

1 elective credit or .5 elective credit
Students interested in learning more about what it takes to be a farmer and to produce food can work on the Hildene farm. Hands-on experience may include planting, weeding, and harvesting plants in the gardens and in the greenhouse; tending to livestock; working on soil conservation and composting projects, and much more.

BBA KITCHEN INTERNSHIP

1 elective credit
AB or C block
Students work with the BBA kitchen staff to help prepare menus. The course offers a real-world context in which to learn key culinary skills associated with basic food preparation and food safety, how to work as a member of a team, and how to design and implement menus. Students who are interested in pursuing a career in the culinary arts or who want to build their resume directly benefit from this experience. Interested interns have the opportunity to earn ServSafe Certification.

Health Center

Staffed by one full-time registered nurse and two full-time mental health clinicians, the Burr and Burton Health Center provides a wide range of services to support students and their families. The center offers a private, confidential place for students to receive help and attention. Students can be seen for a variety of reasons, including medical needs, health education, and mental health counseling. The staff facilitates outside medical and mental health referrals as needed, and consults with teachers and special educators to support students in their educational programs.

The main goal of the Health Center is to help ensure a smooth transition to high school and support students with their physical and social-emotional needs throughout their time at Burr and Burton. Special events and learning opportunities are offered to educate students and build important skills to maintain their wellness. Topics include consent education, healthy relationships, depression and anxiety, substance use and abuse, sexual health, and more.
International Program

The mission of the Burr and Burton International Program is to provide an engaging, vigorous American educational and cultural experience, thereby enriching each international student and the overall Burr and Burton community.

Burr and Burton serves international students who are highly motivated to live and learn in the U.S. The small size of Burr and Burton’s international program allows teachers and staff to give a great deal of personal attention to international students, and allows international students ample opportunity to improve their English and acclimate themselves to the school and community culture. Countries represented by international students at Burr and Burton typically include China, Japan, Thailand, Spain, Vietnam, Germany, Austria, Czech Republic, Bolivia, Brazil, Ecuador, Haiti, Italy, Kenya, and Nigeria.

International students may enroll for one semester, one year, or multiple years. Students attending for multiple years are eligible to graduate from Burr and Burton, and many students go on to study at some of the most prestigious colleges and universities in the U.S. Burr and Burton provides school and college counseling support throughout the college application process, which includes registering for AP and SAT exams, organizing transportation to TOEFL exam sites, and providing opportunities to visit colleges and universities throughout New England, as well as New York City and Philadelphia.

The residential life program immerses students in a community that offers support from committed and compassionate adults, as well as engagement with peers. Teamwork, collaboration, and immersion in social experiences that promote learning are emphasized. At the core of the curriculum is a focus on tolerance and respect, academic support and study needs, student leadership, communication, life skills, and adjustment to life in America. The residential life curriculum upholds the values embedded in Burr and Burton’s mission to educate students intellectually and morally for a life of responsibility, integrity, and service.

Burr and Burton provides English language instruction and support to all English language learners, thus giving them the skills they need to excel in their courses and gain advanced proficiency in English. In addition to English language development courses, BBA offers other opportunities like writing club, Ted-Ed Club and TOEFL test preparation. See course descriptions under English Language Development.

Library Services

The Lisa B. Tuttle Library at Burr and Burton has an extensive collection of print and online resources to support the curriculum and enrich recreational reading for the entire Burr and Burton community.

In addition to the 12,000 books in the collection, the library is a member of the Northshire Library Consortium, which provides access to the holdings of the Manchester Community Library and Manchester Elementary Middle School. The library also participates in Vermont’s interlibrary loan program. Extensive databases, as well as electronic ebooks and audiobooks, are available 24 hours a day, on or off campus, on students’ iPads and personal electronic devices.

A full-time librarian and library assistant collaborate with faculty in the classroom and in the library to prepare students to be lifelong learners who engage in critical and ethical exploration and creation. Students are encouraged to reach out to the staff for assistance with inquiry projects, research, and book selection.

Located within Founders Hall, the library has a variety of comfortable workspaces for small group collaboration, and/or reading and independent work. Library hours are Monday through Thursday, 7:20 a.m. to 4:00 p.m., and Friday, 7:20 a.m. to 1:00 p.m.

Library Internship

This internship provides students with an opportunity to experience the world of a school library. Students are exposed to various elements of the workings of a school library, including collection development, library programming, and patron services. Students expand their research skills, with the goal of being prepared for college-level research. They assist fellow students in searching the online catalog and databases, and in finding the perfect recreational read. Students gain practical experience in processing new materials, evaluating and organizing current materials, maintaining the space and equipment, and developing interpersonal skills. Course enrollment is limited and at the discretion of the teacher.
The mission of Burr and Burton's mathematics department is to challenge all students with an appropriate and engaging curriculum that focuses on mathematical concepts, fluency, and application. The mathematics department works to develop students who:

- reason with definitions and theorems;
- implement appropriate processes and procedures;
- connect various representations;
- build fluency in concept, skill and notation;
- communicate clearly, accurately, and appropriately.

Students are required to take a total of 7 credits in science and mathematics in a 4/3 combination of their choice. Within this requirement, each student must obtain a credit in both algebra and geometry.

The mathematics department models the strategic use of appropriate technology, including calculators, graphing utilities, dynamic geometry software, and computer algebra systems, as well as myriad other exploration and demonstration tools. Equal value and practice is given to recalling facts, including arithmetic, as well as pencil and paper skills, including sketching graphs, and multi-step procedures. In other words, technology has a place, but it is not a substitute for understanding or fluency. Various standardized tests allow for the use of a graphing calculator, but prohibit devices like the iPad or apps on a smartphone. For students who anticipate taking one or more of these tests (AP, SAT, ACT), the department strongly recommends the purchase of a graphing calculator as soon as possible, in order to become familiar and comfortable with how it works. Exam policies are subject to change, so teachers are available to provide specific recommendations for purchase.

Mathematics

Math Offerings 2022-2023

Enriched Algebra
2 credits
Enriched Algebra is a two-part, year-long math class designed to meet each student at their current mathematical understanding; the pace is reflective of student comprehension. Designed to help students build confidence and fluency with basic math operations, the course also introduces algebra concepts. Students learn through mathematical modeling and develop mental math skills in order to make concepts tangible and relevant. Students who excel during the first semester may transition into CP Algebra I in the spring semester. Admission to this class is determined by the math department, in consultation with the school counselors, the academic dean, and the special services department. Students successfully completing this course may advance to CP Algebra 1 or to Conceptual Geometry, based on achievement and the recommendation of the teacher. This course fulfills one of the required math credits for graduation.

CP Algebra I
CP Algebra I builds on computational experiences with different number sets to extend an understanding of how to manipulate mathematical expressions. Various representations of linear equations and inequalities help students develop connections and deepen their understanding of mathematical structures to include some work with polynomials. Students utilize appropriate tools (mental math, pencil and paper, and technology) as they work with real-world problems, as well as concepts from geometry, statistics, and probability.

Honors Algebra 1
Honors Algebra 1 is presented through a problem-centered approach, where students utilize and extend their aptitude through engaging problems. The design allows students to be supported in a tailored manner, as class time offers opportunities to work with the teacher, and whole-class discussion unpacks different solutions. Like CP Algebra 1, content includes extensive work with variables, equations and inequalities, various forms of linear equations and inequalities, and the use of tables and graphs. Appropriate computational tools (mental math, pencil and paper, and technology) are utilized throughout. Resources include the Exeter Academy Year 1 Problem Set. Students successfully completing this course advance to CP or Honors Geometry.

Placement for incoming freshmen is based on prior class achievement, scores on standardized tests, the Burr and Burton Algebra 1 exam, and the recommendation of previous teachers. With sufficient motivation and achievement, students have access to a broad array of courses, regardless of starting point.

2022-2023
CP ALGEBRA 2

CP Algebra 2 is a rigorous and precise course that moves students beyond concrete reasoning to focus on solving, graphing, and applying higher-level functions and relations. Linear, quadratic, cubic, and polynomial functions, in general, are studied, along with exponential functions. Various forms of technology are used to support analytic methods and to give students visual representations that nurture an intuitive understanding. Problem solving is an important component of this course. Prior to taking CP Algebra 2, at least one other CP-level class must be successfully completed. Students successfully completing this course may advance to CP Pre-Calculus or CP Statistics.

HONORS ALGEBRA 2

The accelerated pace of Honors Algebra 2 is designed for students who have demonstrated both an aptitude for and a deep interest in mathematics. The focus of this rigorous course is helping students to move beyond concrete reasoning and on to abstract reasoning related to solving, graphing, analyzing, and applying higher-level functions and relations. Areas covered include linear, quadratic, cubic, polynomial, exponential and logarithmic functions. Graphing utilities are used extensively to support analytic methods and give students visual representations that nurture an intuitive understanding. Students successfully completing this course may advance to CP Statistics, CP Pre-Calculus, or Honors Pre-Calculus.

HONORS PRE-CALCULUS

CP Pre-Calculus focuses on the structure of math and the relationships between numerical, graphical, and algebraic forms. The exploration of trigonometry and logarithmic functions allows students to extend their knowledge and understanding of the concepts of functions and their inverses. The work with trigonometry includes extensive study of graphs, equations, identities, and applications. Students also explore the conic sections and rational functions. Graphing utilities are used extensively to support analytic methods and to give students visual representations that nurture an intuitive understanding. Students successfully completing this course may advance to Honors Calculus or Statistics.

HONORS PRE-CALCULUS

Honors Pre-Calculus, designed for the most ambitious and capable math students, focuses on the structure of math and the relationships between numerical, graphical, and algebraic forms. The exploration of trigonometry and logarithmic functions allows students to extend their knowledge and understanding of the concept of functions and their inverses. Additional topics include conic sections and rational functions, as well as an extensive study of derivations with trigonometry and trigonometric expressions as algebraic objects. Graphing utilities are used extensively to support analytic methods and to give students visual representations that nurture an intuitive understanding. An important focus is abstract reasoning, in addition to the skills of algebraic manipulation. Students successfully completing this course may advance to Honors Calculus, AP Calculus AB (or BC), or Statistics.

AP COMPUTER SCIENCE: AN INTRODUCTION TO ALGORITHMS

1 math or 1 technology credit

The goal of this course is to teach the art of problem solving using multiple techniques and programming languages. By learning to think through problems and construct systems, students analyze, evaluate, and apply solutions. Several different programming languages bolster systems thinking, including, but not limited to: Pencilcode, Python, Java, and R. These languages help create a foundation in computer science and show students connections to multiple career paths. Students document their progress and success throughout, culminating with a self-directed learning project that focuses on building a comprehensive solution to achieving a specific personal goal. PREREQUISITE: Successful completion of Geometry and Algebra II math requirements. This course fulfills either a math credit or the tech credit required for graduation.
PERSONAL FINANCE
Is it better to lease or buy a car? What are the advantages and disadvantages of using a credit card? Personal Finance is a course designed to prepare students for a lifetime of financial responsibility and independence. From insurance, loans, and investments, to maintaining a checkbook and understanding paycheck deductions, real-life applications are explored in order to provide students with useful knowledge that will help them in daily life. Students collaborate and work through various activities and simulations as they investigate and learn about topics of particular interest, all in the name of better understanding their finances. PREREQUISITE: Successful completion of the algebra and geometry math requirements.

CP SMALL BUSINESS START-UP, MANAGEMENT AND ECONOMICS
1 math or 1 social studies credit
This course focuses on teaching students the practical knowledge, skills and methods for writing a business plan based on a business model. Local small business owners help students to learn basic microeconomic concepts, principles of accounting and finance, and strategies for managing customers, employees and resources. Students learn about business model generation and how to build/create a business through problem solving, researching potential target markets, and marketing. Students are expected to build and iterate a business model, develop a plan to bring their product to market, budget/expenses, and develop financial documents (including income and cash flow statements). At the end of the course, students have a better understanding of how to create and build a viable small business. PREREQUISITE: Successful completion of the algebra and geometry math requirements.

CP/HONORS STATISTICS
Statistics is the creation, collection, and interpretation of the data that surrounds us. The goal is to develop the skills to analyze, create, and present data in order to gain a better understanding of it and to share that understanding with others. Students learn how to use statistical software to interpret large and complex sets of data. This course is also designed to enhance students’ understanding of the statistics they encounter in everyday life; students design and present statistics and learn the tools for analyzing data quickly and efficiently. CP Statistics includes readings and responses, and student-driven data sets. Honors Statistics includes a deeper look into the specific topics, additional assessments, and a focus on detailed use. PREREQUISITE: Successful completion of any Algebra 2 course.

AP STATISTICS
Juniors and Seniors
1.5 credits
AP Statistics runs concurrently with CP/Honors Statistics in the first semester. In order to receive AP credit, students must complete the full 1.5 credits. Students who drop the AP course after the first semester receive honors credit.

Statistics is a course that teaches the concepts and tools for collecting, analyzing, and drawing conclusions from data. College majors, including business, engineering, health sciences, mathematics, psychology, sociology, and science typically require some study in statistics. Advanced Placement Statistics offers students the opportunity for a (non-calculus based) college-level course. This vigorous and engaging class asks students to explore data by observing patterns and deviations from patterns; design a study, including decisions about what and how to measure; create models using probability; and use simulations and statistical inferences to confirm models. Text: The Practice of Statistics for AP (W.H. Freeman and Company, 4th edition, 2012). Students successfully completing this course may advance to Honors Calculus or AP Calculus (AB or BC). Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.) PREREQUISITE: Successful completion of CP Algebra 2 (with a recommended B or higher and permission of the teacher), or students in the Honors/AP track.

The mission of the media and performing arts department is to provide high quality media and performing arts opportunities for students. Classwork, performances, and exhibitions are designed to nurture creative spirit, promote design thinking skills, and advance creativity. New technology has fostered the expansion of Burr and Burton’s arts offerings to meet the needs of the digital age. The majority of media and performing arts courses allow for multi-year study. Many courses are “level-blended;” allowing students to progress beyond baseline requirements. Levels are defined as:

- **Foundations:** Entry-level course.
- **Studio:** Second year in a specific discipline. Prerequisites include a suggested grade of B or higher in the foundations level course and strong habits of learning assessments.
- **Advanced Projects:** Third year in a specific discipline. Individualized curriculum is co-created with each student.

Two full credits from the arts offerings are required for graduation: one art credit from any of the visual arts and design or media and performing arts course offerings, and one technology credit from the technology and media arts course offerings. Some other disciplines offer opportunities to fulfill the technology credit as well. See course descriptions for information on credits.
COURSE OF STUDY

CINEMATOGRAPHY: FOUNDATIONS

The Cinematography Foundations class addresses the theory and practice of film and video production. Students understand camera operation, audio control, basic directing, lighting and editing, and learn the terminology of film production. Exposed to practical, hands-on experience in video production, students are expected to become proficient in all production roles. Other important skills learned are authentic group work, and the ability to communicate effectively with a film crew and actors. This course fulfills the arts or technology requirement for graduation.

CINEMATOGRAPHY STUDIO

Students work as directors, editors and screenwriters. In addition to reviewing the fundamentals of film making, students engage in concentrated study of advanced hardware and lens work, advanced lighting, advanced sound, and producing and directing techniques. Elements of broadcast journalism are integrated into this course. PREREQUISITE: Successful completion of Cinematography: Foundations. This course fulfills the arts or technology requirement for graduation.

DIGITAL ANIMATION: FOUNDATIONS

Students hone their animation skills by creating their own animated films using Toon Boom Animation Studio. Students also study how the world of digital animation has evolved from hand-drawn images to 3D Max. This course fulfills the arts or technology requirement for graduation.

DIGITAL ANIMATION STUDIO

Students who wish to further their artistic and creative abilities in animation explore the alternative software packages and work to create advanced animation projects. PREREQUISITE: Successful completion of Digital Animation: Foundations. This course fulfills the arts or technology requirement for graduation.

DIGITAL ANIMATION: CP ADVANCED PROJECTS

Students pursue individualized advanced animation projects. PREREQUISITE: Successful completion of Digital Animation Studio. This course fulfills the arts or technology requirement for graduation.

GRAPHIC DESIGN: FOUNDATIONS

Students pursue individualized advanced animation projects. PREREQUISITE: Successful completion of Digital Animation Studio. This course fulfills the arts or technology requirement for graduation.

GRAPHIC DESIGN STUDIO

Students study photography in the digital age by investigating the finer points of photography. Assignments are designed to explore various aspects of the technical process of taking photos, as well as printing in the digital darkroom. Students learn about the history of photography, proper composition, image manipulation, camera control/mechanics, and how to use Adobe Photoshop and Lightroom. This course fulfills the arts or technology requirement for graduation.

DIGITAL PHOTOGRAPHY STUDIO

This course is designed for students who wish to further their studies at the advanced level; assignments are tailored specifically for these students. PREREQUISITE: Successful completion of Digital Photography: Foundations. This course fulfills the arts or technology requirement for graduation.

DIGITAL PHOTOGRAPHY: CP ADVANCED PROJECTS AND PORTFOLIO

Students interested in this course submit a curricular proposal for consideration. This is a portfolio-building class for students who wish to explore the photographic process at a deeper level. PREREQUISITE: Successful completion of Digital Photography Studio. This course fulfills the arts or technology requirement for graduation.

GRAPHIC DESIGN STUDIO

Students interested in this course submit a curricular proposal for consideration. This is a portfolio-building class for students who wish to explore the design process at a deeper level. PREREQUISITE: Successful completion of Graphic Design Studio. This course fulfills the arts or technology requirement for graduation.

GRAPHIC DESIGN: CP ADVANCED PROJECTS

Students interested in this course submit a curricular proposal for consideration. This is a portfolio-building class for students who wish to explore the design process at a deeper level. PREREQUISITE: Successful completion of Graphic Design Studio. This course fulfills the arts or technology requirement for graduation.

ROBOTICS: FOUNDATIONS

Programmable vacuum cleaners, driverless cars, and drones: the world of autonomous robots is no longer one of science fiction. Students explore the basics of programming, engineering, and robotics, using a wide variety of hardware and software. This course fulfills the technology requirement for graduation.

CP/HONORS ROBOTICS ENGINEERING

Students who wish to further their artistic and creative abilities in animation explore the alternative software packages and work to create advanced animation projects. PREREQUISITE: Successful completion of Digital Animation: Foundations. This course fulfills the arts or technology requirement for graduation.
Students are provided with an overview of video game design processes. They identify primary characteristics of games and the various programming languages that designers use to create them. The iterative game design process of conceptualizing, prototyping, play testing, and evaluating is explored. No previous programming experience is necessary. This course fulfills the technology requirement for graduation.

VIDEO GAME DESIGN STUDIO
Students who wish to further their artistic and creative abilities in video game design explore alternative software packages and work to create video game projects. PREREQUISITE: Successful completion of Video Game Design: Foundations. This course fulfills the technology requirement for graduation.

VIDEO GAME DESIGN: FUNDAMENTALS

Students of any level, beginner through advanced, are introduced to and analyze a number of innovations in computing and digital media that form the backbone of online and offline interactions; throughout, students develop robust computational thinking skills. This course is an Amazon Future Engineer (AFE) Pathway class offered in partnership with Amazon and Edhesive and is primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation. PREREQUISITE: Permission of the teacher.

INDEPENDENT STUDY: AMAZON FUTURE ENGINEERS AP COMPUTER SCIENCE PRINCIPLES

Students are introduced to and analyze a number of innovations in computing and digital media that form the backbone of online and offline interactions; throughout, students develop robust computational thinking skills. This course is an Amazon Future Engineer (AFE) Pathway class offered in partnership with Amazon and Edhesive and is primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation. PREREQUISITE: Permission of the teacher.

INDEPENDENT STUDY: AMAZON FUTURE ENGINEERS AP COMPUTER SCIENCE A

Students study how to use computers to solve human problems, using the programming language Java. This course is an Amazon Future Engineer (AFE) Pathway class offered in partnership with Amazon and Edhesive and is primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation. PREREQUISITE: Permission of the teacher.

INDEPENDENT STUDY: APPLE'S DEVELOP IN SWIFT FUNDAMENTALS

Students focus on iOS development tools, basic programming concepts, and industry best practices. They then work through practical exercises, creating apps from scratch, and building the mindset of an app developer. Students pursue three projects before creating an app of their own design. This course is an online course primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation.

INDEPENDENT STUDY: FUTURE ENGINEERS CP CS PYTHON FUNDAMENTALS

Students learn to use the Python programming language and create programs of their own using Python. This course is an Amazon Future Engineer (AFE) Pathway class offered in partnership with Amazon and Edhesive, and is primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation.

INDEPENDENT STUDY: DANCE STUDIO
Students study movement, language, and techniques they have learned through the lens of a director. Students focus on interpreting scenes and monologues, effective communication, and collaborating with actors during the rehearsal process. Students direct scenes for the final showcase. PREREQUISITE: Successful completion of Actor's Studio concentration (see below) and to further their acting and assistance from professionals in the industry. Requirements may include running crew for evening and weekend performances. Course enrollment is limited and is at the discretion of the teacher. This course fulfills the arts requirement for graduation.

INDEPENDENT STUDY: DANCE: FOUNDBATIONS
What does it take to be a dancer? This course is designed to provide students with the basic techniques needed to express themselves through the art of movement. Students explore a variety of dance styles, the use of body conditioning, the understanding of the body in motion, and are introduced to techniques and concepts of dance. Students of any level, beginner through advanced, are welcome. This course offers the arts requirement or physical education requirement for graduation.

INDEPENDENT STUDY: DANCE: FOUNDATIONS
Students of any performance level are exposed to various fundamental acting techniques that allow them to enhance the creation of character for performances on stage or film. Through the use of physical and vocal warm ups, monologues, scene work, peer critiques and instructor feedback, students develop skills to create believable characters. Evaluation of theatrical scripts and participation in public performance outside of school time is encouraged. This course fulfills the arts requirement for graduation.

TECHNICAL THEATER
Technical Theater introduces students to a basic understanding of principles of scenic design, lighting design, sound reinforcement, and other technical aspects of the theater. Working closely with the Riley Center’s technical director, this select group of technicians develops the necessary skills to run all backstage operations for school and community productions, including set construction, tool safety, sound and light programming, and systems for theater management. Requirements: The student must have a minimum of two semesters of experience in Technical Theater and must be enrolled in CP Technical Theater. Students may repeat this course to focus on a different concentration (see below) and to further their acting skills. PREREQUISITE: Successful completion of Actor’s Studio or permission of the teacher. This course fulfills the arts requirement for graduation.

DRAMA: CP ADVANCED PROJECTS
Students who have an interest in the study of directing use the acting techniques they have learned through the lens of a writer. Students explore the drafting process, theater script structure, conflict, characterization, dialogue, receiving notes/feedback, scene structure, rewriting, and techniques for generating ideas as they find their artistic voice.

INDEPENDENT STUDY: DANCE: CP ADVANCED PROJECTS

Students are introduced to and analyze a number of innovations in computing and digital media that form the backbone of online and offline interactions; throughout, students develop robust computational thinking skills. This course is an Amazon Future Engineer (AFE) Pathway class offered in partnership with Amazon and Edhesive and is primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation. PREREQUISITE: Permission of the teacher.

INDEPENDENT STUDY: DANCE STUDIO
Students focus on challenging the physical body as well as understanding the form and technical requirements of different dance styles. Dance Studio students continue to perform with the Foundations ensemble. PREREQUISITE: Successful completion of Dance: Foundations. This course fulfills either the arts requirement or physical education requirement for graduation.

DANCE STUDIO

Students who wish to continue their study of acting build upon the skills that they developed in the Foundations course. In addition to working on monologues, scenes and film segments, students select an area of concentration to enhance their study of drama. PREREQUISITE: Successful completion of Foundations of Drama. This course fulfills the arts requirement for graduation.

DRAMA STUDIO

Students are introduced to and analyze a number of innovations in computing and digital media that form the backbone of online and offline interactions; throughout, students develop robust computational thinking skills. This course is an Amazon Future Engineer (AFE) Pathway class offered in partnership with Amazon and Edhesive and is primarily delivered as an online course. Strong self-directed learners will find the greatest success with this format. This course fulfills the technology requirement for graduation. PREREQUISITE: Successful completion of Dance Studio or permission of the teacher. This course fulfills either the arts requirement or physical education requirement for graduation.

Performing Arts

Dance

DANCE: FOUNDATIONS

Students of any performance level are exposed to various fundamental acting techniques that allow them to enhance the creation of character for performances on stage or film. Through the use of physical and vocal warm ups, monologues, scene work, peer critiques and instructor feedback, students develop skills to create believable characters. Evaluation of theatrical scripts and participation in public performance outside of school time is encouraged. This course fulfills the arts requirement for graduation.

DANCE STUDIO

Students who wish to continue their study of acting build upon the skills that they developed in the Foundations course. In addition to working on monologues, scenes and film segments, students select an area of concentration to enhance their study of drama. PREREQUISITE: Successful completion of Foundations of Drama. This course fulfills the arts requirement for graduation.

DRAMA STUDIO

Students of any performance level are exposed to various fundamental acting techniques that allow them to enhance the creation of character for performances on stage or film. Through the use of physical and vocal warm ups, monologues, scene work, peer critiques and instructor feedback, students develop skills to create believable characters. Evaluation of theatrical scripts and participation in public performance outside of school time is encouraged. This course fulfills the arts requirement for graduation.

DRAMA: FOUNDATIONS

Students of any performance level are exposed to various fundamental acting techniques that allow them to enhance the creation of character for performances on stage or film. Through the use of physical and vocal warm ups, monologues, scene work, peer critiques and instructor feedback, students develop skills to create believable characters. Evaluation of theatrical scripts and participation in public performance outside of school time is encouraged. This course fulfills the arts requirement for graduation.

CP ADVANCED PROJECTS: WRITING
Students who have an interest in the study of writing for the screen and stage use the acting techniques they have learned through the lens of a writer. Students explore the drafting process, theater script structure, conflict, characterization, dialogue, receiving notes/feedback, scene structure, rewriting, and techniques for generating ideas as they find their artistic voice.

CP ADVANCED PROJECTS: DIRECTING
Students who have an interest in the study of directing use the acting techniques they have learned through the lens of a director. Students focus on interpreting scenes and monologues, effective communication, and collaborating with actors during the rehearsal process. Students direct scenes for the final showcase.

CP ADVANCED PROJECTS: ACTING
Students who have an interest in the study of directing use the acting techniques they have learned through the lens of a director. Students focus on interpreting scenes and monologues, effective communication, and collaborating with actors during the rehearsal process. Students direct scenes for the final showcase.

PREREQUISITE: Successful completion of Actor’s Studio or permission of the teacher. This course fulfills the arts requirement for graduation.
Music

APPLIED MUSIC: FOUNDATIONS

Aspiring musicians, regardless of ability, instrument, or voice, learn the most efficient methods to improve their musicianship and apply these techniques to other learning experiences. Individualized plans of study are developed for each student. Guided practice and performance techniques are explored, with the assistance of a teacher specializing in the student’s area of interest. This course fulfills the arts requirement for graduation.

APPLIED MUSIC STUDIO

Students who wish to further their exploration of Applied Music are encouraged to continue their study. The curriculum is created to suit each individual student’s particular skill set. PREREQUISITE: Successful completion of Applied Music: Foundations. This course fulfills the arts requirement for graduation.

JAZZ STUDIES: CP STUDIO

Designed for students who have an interest in the study of musical improvisation, this learning experience helps musicians independently develop their understanding of jazz theory, jazz styles, historical evolution, and improvisation technique. Curriculum is tailored to each individual. Some musical experience is recommended. PREREQUISITE: Successful completion of Applied Music: Foundations, or permission of the instructor. This course fulfills the arts requirement for graduation.

APPLIED MUSIC: CP ADVANCED PROJECTS

Students are guided through project proposals, research, presentations and reflections on any music production topic. PREREQUISITE: Successful completion of Music Production: CP Studio. This course fulfills the arts or technology requirement for graduation.

MUSIC HISTORY

Music History highlights the development and history of music from Antiquity to the 21st century. This course explores various aspects of music, from its cultural context to the development of music theory. PREREQUISITE: Successful completion of Music Production: Foundations. This course fulfills the arts or technology requirement for graduation.

MUSIC HISTORY: CP ADVANCED PROJECTS

Students are guided through project proposals, research, presentations and reflections on any music production topic. PREREQUISITE: Successful completion of Music Production: CP Studio. This course fulfills the arts or technology requirement for graduation.

SONG WRITING

Aspiring songwriters explore the relationship between language, melody, harmony, form and function through journaling, creative writing, storytelling and musical composition. Elements of music production include a variety of equipment and resources to record, publish, copyright, promote and perform original work under the guidance of a specialist in the field. PREREQUISITE: Successful completion of Applied Music: Foundations, or permission of the teacher. This course fulfills the arts requirement for graduation.

INSTRUMENTAL MUSIC ENSEMBLE (Band/Orchestra)

This large performance ensemble welcomes students with experience on a brass, woodwind, percussion or orchestral string instrument who enjoy making music with others. Members of the ensemble participate in both curricular and extracurricular functions throughout the year, such as concerts, assemblies, and community service performances. This course fulfills the arts requirement for graduation.

CP ADVANCED INSTRUMENTAL MUSIC ENSEMBLE (Band/Orchestra)

Students enrolled in this class must have been in the instrumental music ensemble for at least two years. Students continue to perform with the instrumental music ensemble and serve as musical leaders for the group. This course fulfills the arts requirement for graduation.

VOCAL MUSIC ENSEMBLE (Chorus)

This large performance ensemble welcomes male and female singers interested in exploring a wide variety of musical genres. Vocalists develop a comprehensive understanding of proper singing technique while studying and performing music within an ensemble setting. Members of the ensemble participate in curricular and extracurricular functions throughout the year, such as concerts, assemblies, and community service performances. No prior experience is necessary. This course fulfills the arts requirement for graduation.

CP ADVANCED VOCAL MUSIC ENSEMBLE (Chorus)

Students who have completed two years of vocal music ensemble are eligible to take this course. Students continue to perform with the vocal music ensemble and serve as musical leaders for the group. This course fulfills the arts requirement for graduation.

INSTRUMENTAL MUSIC ENSEMBLE (Band/Orchestra)

This large performance ensemble welcomes students with experience on a brass, woodwind, percussion or orchestral string instrument who enjoy making music with others. Members of the ensemble participate in both curricular and extracurricular functions throughout the year, such as concerts, assemblies, and community service performances. This course fulfills the arts requirement for graduation.

CP ADVANCED INSTRUMENTAL MUSIC ENSEMBLE (Band/Orchestra)

Students enrolled in this class must have been in the instrumental music ensemble for at least two years. Students continue to perform with the instrumental music ensemble and serve as musical leaders for the group. This course fulfills the arts requirement for graduation.

VOCAL MUSIC ENSEMBLE (Chorus)

This large performance ensemble welcomes male and female singers interested in exploring a wide variety of musical genres. Vocalists develop a comprehensive understanding of proper singing technique while studying and performing music within an ensemble setting. Members of the ensemble participate in curricular and extracurricular functions throughout the year, such as concerts, assemblies, and community service performances. No prior experience is necessary. This course fulfills the arts requirement for graduation.

CP ADVANCED VOCAL MUSIC ENSEMBLE (Chorus)

Students who have completed two years of vocal music ensemble are eligible to take this course. Students continue to perform with the vocal music ensemble and serve as musical leaders for the group. This course fulfills the arts requirement for graduation.

MUSIC PRODUCTION: FOUNDATIONS

Music Production is designed for those who want to produce their own songs, music scores, and soundtracks, using digital audio workstations. Students learn foundational composition skills in pursuit of creating original compositions, including rhythmic programming through drum machines, bass line construction, chordal accompaniment, and song form. Through the study of the production process, students develop skills to mix audio for distribution and develop an appreciation for contemporary recording practices. This course fulfills the arts or technology requirement for graduation. Students of all levels of ability are welcome.

MUSIC PRODUCTION: CP STUDIO

Coursework is tailored to the individual student. Topics include the study of audio production, recording technique, mixing and mastering skills, advanced synthesis, digital DI practices, and radio distribution. PREREQUISITE: Successful completion of Music Production: Foundations. This course fulfills the arts or technology requirement for graduation.

MUSIC PRODUCTION: CP ADVANCED PROJECTS

Students are guided through project proposals, research, presentations and reflections on any music production topic. PREREQUISITE: Successful completion of Music Production: CP Studio. This course fulfills the arts or technology requirement for graduation.

MUSIC THEORY: CP FOUNDATIONS

Music Theory is one of the most important courses a musician can take. Students become musically literate by exploring scales, key signatures, intervals, chords, progressions, cadences, four part writing, non-harmonic tones, transposition, modulation, phrase structures, textures and song forms. They develop reading skills and begin the process of composing and analyzing music. This course fulfills the arts or technology requirement for graduation.

MUSIC THEORY: CP COMPOSITION AND ARRANGING STUDIO

Students apply their fundamental understanding of music theory by composing and arranging music for ensembles of all types. Musical form, advanced chord structures, counterpoint, orchestration techniques, and orchestration are studied. PREREQUISITE: Successful completion of Music Theory: CP Foundations. This course fulfills the arts or technology requirement for graduation.

MUSIC THEORY: CP ADVANCED PROJECTS

Students are guided through project proposals, research, presentations and reflections, using a variety of self-assessment tools. PREREQUISITE: Successful completion of Music Theory: CP Studio. This course fulfills the arts or technology requirement for graduation.
Students at all grade levels may participate in ongoing science projects. Students at all grade levels may participate in ongoing science projects. All students write extensively in journals, utilize digital media for selected projects, and regularly engage with working professionals ranging from research scientists to farmers. Students read central texts and at least two other books from a selection of options. Students also analyze short stories and poetry relevant to our place, experiences, and season; utilize field guides and other reference materials to answer questions they unearth about the natural world; access historical documents and maps in order to learn how our place has changed over time, and conduct numerous interviews and answer questions posed by visitors and experts who come to campus. Students complete the semester by designing and implementing a major independent project that builds on their new knowledge of place, modeling ways to sustain and improve it for the future.

Central texts include: Wonder and Other Survival Stories; a compilation of essays published by the Orion Society; Reading the Forested Landscape: A Natural History of New England; Indian Creek Chronicles: A Winter Alone in the Wilderness; The Trees in My Forest; Winter World; Wild Delicate Seconds: 29 Wildlife Encounters; The Man Who Planted Trees, and Vermont Almanac, volumes 1 and 2.

Students who attend the Mountain Campus earn a total of four required credits: 1 in social studies, 1 in science, 1 in English, and 1 in physical education. These four credits are accepted in lieu of required courses in each curricular area on the main campus. In addition to receiving four academic credits, students also complete 1/2 of their service learning graduation requirement.

Students interested in attending the Mountain Campus Semester in sophomore, junior or senior year are strongly encouraged to visit the Mountain Campus and to talk with their school counselor to discuss how it will best fit into their schedule.

Advanced Placement Courses: Accommodations are sometimes possible for students enrolled in AP classes while at the Mountain Campus. Students should speak with their AP teacher and the Mountain Campus director to explore options.

Arts and Athletics: Mountain Campus students in both fall and spring semesters are able to participate in Burr and Burton theater productions. Fall semester students may have limited participation in some fall season sports, but can participate fully in the winter season. Spring semester students can participate fully in the winter season, but may have limited participation in some spring sports.

There are four academic courses woven into the interdisciplinary curriculum:

**CP/HONORS FOREST ECOLOGY AND SYSTEMS DYNAMICS—MCS**

1 science credit

The science curriculum at the Mountain Campus examines the ecological dynamics of southern Vermont’s natural communities and the related systems that influence the local environment. Students study ecology, phenology, geology and the natural history of southern Vermont and the Green Mountain ridge in particular. Later in the semester, students also investigate complex systems and critical issues related to environmental health and sustainability. Students develop an understanding of the impact of topography, substrate, and successional history on forest community development and composition, and also develop skills needed to “read the landscape.” Observation, interpretation and naturalist journaling skills are integrated throughout the curriculum. Synthesis of skills and knowledge enables students to think critically about biodiversity, sustainability and human-induced global issues from a systems perspective. Through the addition of guided field studies and participation in an ongoing science project, students at all grade levels may earn honors credit in this course.

**CP NATURE AND WRITING: IDENTITY, EMPATHY AND WONDER—MCS**

1 English credit

The English curriculum at the Mountain Campus asks students to examine the connection between people and nature. Students read works of American literature, environmental activism, and philosophy. Students also write in different styles throughout the semester, practicing descriptive writing, expository writing, creative writing and poetry. Each week, students reflect on their learning, make observations of place, and define their growing connection to the natural world. Students are assessed on their weekly writing, four longer assignments, their ability to communicate through writing, their development of questions, and sharing their points of view. This writing and reading curriculum prepares students for a life of introspection, for passionate investigation of issues connected to inhabiting a finite ecosystem, and for finding meaning in our relationship with the non-human world.
LEADERSHIP FOR POSITIVE CHANGE—MCS

1 physical education credit
The physical education curriculum at the Mountain Campus engages students physically, emotionally and intellectually through exercise, community development, and planning for and undertaking two wilderness expeditions. Lessons in leadership and communication are balanced with study of nutrition and food systems, wilderness travel and ethics. Students hike daily and build the fitness, skills and confidence necessary to safely and enjoyably navigate and camp in the Vermont woods, in all seasons. Students also have the opportunity to earn Wilderness First Aid certification.

The goals of the physical education departmental are for students to:
• identify personally enjoyable activities they can use to maintain a physically active lifestyle;
• understand the importance of overall wellness in maintaining a healthy lifestyle;
• understand the value of integrity, respect, and a positive mindset;
• respectfully advocate for themselves and others;
• develop personal values, beliefs, and an appreciation for individual differences;
• develop the skills and knowledge necessary to make responsible, healthy choices.

To graduate, students need to complete two physical education credits: one credit is completed in the freshman year with Wellness and the second credit is completed with one physical education course or dance class. The second physical education credit can also be earned through a Burr and Burton sponsored, pre-approved extracurricular commitment. For example, a student who is a member of a competitive sports team for a season is eligible for a one-third-credit exemption toward the physical education credit. Students must participate in three approved extracurricular credits to be exempt from a physical education credit.
PHYSICAL EDUCATION

COURSE OF STUDY

32

DANCE: FOUNDATIONS

DANCE STUDIO

See course descriptions under media and performing arts. These courses fulfill either the arts requirement or physical education requirement for graduation.

LEADERSHIP FOR POSITIVE CHANGE—MCS

See course description under Mountain Campus Semester.

NEURODIVERSITY IN SPORT AND PERFORMANCE

Sophomores, Juniors, Seniors, and Freshmen with permission from the teacher

In this unique class, students aid in the design and implementation of a fitness program for learners with disabilities. Students help provide and enhance the skills necessary to enjoy a lifetime of leisure, recreation, and sport experiences. The curricular focus is on skill-related activities, lifetime fitness, and socialization. Additional topics include communication, appropriate modifications, cognitive and physical disabilities, and careers. Students participate in the implementation of a safe, collaborative, and active environment.

OUTDOOR ADVENTURE

Sophomores, Juniors, and Seniors

This class introduces students to a variety of outdoor activities that exist in our local area and promotes lifetime activities for fitness and recreation. Students learn to properly use and care for equipment that may be unfamiliar, how to challenge themselves both mentally and physically, and how to gain the ability to rely on the support of fellow students. Working on the high ropes course, students become familiar with trust, personal challenge, safety, ropes skills, and knots. Other lifetime activities explored include: hiking, navigation, archery, fly fishing, bushcraft, cross country skiing, snowshoeing, rock climbing, backpacking, and camping. Students must dress appropriately and be willing to be outside every day during class. As part of the course, students are required to complete a three-day backpacking trip.

CP SPORTS MEDICINE

Sophomores, Juniors, and Seniors

Students take an in-depth look at the skeletal and muscular system, with a focus on sports medicine. They learn the bones, their markings, muscles, actions, attachment points, and how muscles work. Common injuries are examined, with a consideration of risk, mechanism, treatment, and rehabilitation. Students also examine the sports medicine team and current issues in sports today.

YOGA

Sophomores, Juniors, and Seniors

This class is based on the eight limbs of yoga, with a focus on connecting the mind and body through the physical practice of yoga. Students are introduced to a variety of practices, such as slow flow, power flow, Vinyasa, Ashtanga, restorative, and Yin yoga. Students understand alignment, and learn the key poses in each asana category of standing postures, forward bends, backbends, twists, and inversions. Breath is a focal point in each class and pranayama practices are taught. Ultimately, students learn a variety of yoga sequences, which incorporate pranayama, asanas and meditation. Through individual practice, students become more aware of their body, mind, emotions, and energy level. Assessment is based on participation, self-reflection, journaling, and the creation of an individual sequence.
COURSE OF STUDY
School counselors, in consultation with the science department, determine placement in the proper course. Students highly interested in the pursuit of scientific careers and college programs are encouraged to double-up on required that students follow this path and successfully complete a biology course. Upon completion of the three years required courses, students have the skills needed to independently develop a scientific experiment or engineering project and present the results in the form of a formal lab report or scientific poster.

Students highly interested in the pursuit of scientific careers and college programs are encouraged to double-up on science courses and take more than one science class each year in order to optimize their choice of science electives. School counselors, in consultation with the science department, determine placement in the proper course.

Science:

FOUNDATIONS OF SCIENCE
Freshmen
This first-year, lab-based science course focuses on the experimental nature of science and the conceptual nature of physical science. Mathematics at the level of pre-algebra is used to reinforce conceptual understanding and to provide an understanding of the integration of science and math. By focusing on concepts and how they relate to each other and to the everyday world, students come to appreciate and understand the scientific principles that govern the physical world. Students explore topics such as linear motion, Newton’s Laws, energy, waves (sound and light), electricity, and earth and space.

CP FOUNDATIONS OF SCIENCE
Freshmen
CP Foundations of Science introduces students to the process of scientific investigation, using concepts in physical science. Students primarily use a modeling approach to discover the basic principles (laws) governing matter and energy. This approach emphasizes that in the physical sciences, mathematical models are built to represent nature. The first such mathematical model students encounter is that of an object moving at constant velocity. As the course progresses, the models of nature become more sophisticated. Students discover the models (equations) through a process of scientific investigation, rather than being told what they are. The course explores topics such as linear motion, Newton’s Laws, energy, waves (sound and light), and electricity. Text: Paul Hewitt: Conceptual Physics (Addison Wesley, 2006). PREREQUISITE: Students should be enrolled in CP Algebra or a higher-level math class.

CP/HONORS PHYSICS 1
Sophomores, Juniors, Seniors, and Freshmen on an honors math track
This is an algebra-based physics class. The course includes topics in classical physics, such as uniform motion, uniformly accelerated motion, Newtonian mechanics, momentum, energy, waves, optics, and nuclear physics. The design of the course is based on modeling, in which students conceptualize physics by constructing scientific models that underlie each unit specifically (and physics in general). Where possible, each unit begins with an experiment, through which students begin to flesh out one or more physical relationships, serving as a basis for a scientific model. Freshmen enrolled in Honors Geometry, which does not cover the material in CP Physics 1, which not only covers topics in CP Physics 1 in greater depth, but also covers additional content. Students will be better prepared for and more successful in Honors Physics 2, AP Physics, and college physics if they have taken this course. PREREQUISITE: Successful completion of CP Algebra 1. Students pursuing honors credit must complete additional coursework online in trigonometry, as well as additional lab work, and are required to independently meet with the teacher to discuss progress.

CHEMISTRY
Sophomores
Providing a basic understanding of the science of chemistry, this class covers topics such as the periodic table, atomic structure, chemical formulas, chemical equations, principles of bonding, energy and energy transfer, organic chemistry, biochemistry, and nuclear chemistry (as time allows). Less emphasis is placed on the mathematical aspects than in College Preparatory Chemistry. The focus is on the principles of chemistry necessary for the world around us. This course includes significant laboratory work and is designed to meet college entrance requirements for most institutions. PREREQUISITE: Successful completion of Foundations of Science.

CP CHEMISTRY
Sophomores
Chemistry presents basic, classical chemistry, with emphasis on the theoretical and mathematical aspects of the science. Topics covered include atomic structure, bonding principles, the periodic table, chemical formulas, moles and mole theory, equations and stoichiometry, the gas laws, solution chemistry, thermochmistry, acid/base theory, and organic and nuclear chemistry (time permitting). PREREQUISITE: Successful completion of CP Foundations of Science, or Foundations of Science with the permission of the teacher. Successful completion of an algebra class is highly recommended.

HONORS CHEMISTRY
Sophomores
Designed for students with a strong interest in the sciences, this introductory, lab-based course presents basic, classical chemistry, with an emphasis on the theoretical and mathematical aspects of the science in a manner similar to CP Chemistry, though the pace of this class is faster and the amount of independent work is higher. Students who successfully complete this class will be prepared to take the SAT II test in chemistry. Areas covered include atomic structure, the periodic table, bonding principles, chemical formulas, moles and mole theory, equations and stoichiometry, the gas laws, solution chemistry, thermochmistry, acid/base theory, oxidation and reduction, electrochemistry, and organic and nuclear chemistry. Text: Modern Chemistry (Holt). PREREQUISITES: Students must have demonstrated excellent work in previous math and science courses and have a high level of interest in science. This is an accelerated class, and students should have completed CP Honors Physics 1. Students interested in enrolling in this course must have the endorsements of their math and science teachers.
AP CHEMISTRY
Juniors, Seniors, and Sophomores who have completed Honors Chemistry
AP Chemistry is equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reaction, and descriptive chemistry. Students must be highly motivated to tackle this rigorous course. The class is structured around the seven science practices, which capture important aspects of the work that scientists engage in, with learning objectives that combine content with inquiry and reasoning skills. At the end of the class, students demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. Evaluation of the course is based on homework, lab reports, and tests. Much of the class involves out-of-class homework and in-class lab work. Text: Chemistry, A Molecular Approach, 5th edition (N.J. Tro).
PREREQUISITE: Permission of the science department chair. It is recommended that students have a B or higher in Honors Chemistry or an A in CP Chemistry. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)

BIOLOGY
Sophomores, Juniors, and Seniors
General Biology introduces students to the living environment at a slower pace than CP Biology, with less target vocabulary. Topics include: biochemistry, cellular biology, ecology, genetics, patterns of heredity, evolution, and using a systems approach to understanding human anatomy and physiology. Students continue to develop their study skills. Laboratory investigations are correlated to the Next Generation Science Standards and are designed to develop students’ critical thinking abilities, while allowing them to make relevant connections to current scientific events. Students are evaluated on their ability to integrate scientific knowledge, work independently, and communicate scientifically. This course satisfies the biology graduation requirement and is not necessarily a prerequisite for AP Biology. Students are required to complete a research project as part of their final exam. Students also learn additional quantitative skills, such as spreadsheet management and introductory statistical analyses. This course satisfies the biology graduation requirement and is not necessarily a prerequisite for AP Biology. Text: Exploring Life (Prentice Hall, 2008).
PREREQUISITE: Successful completion of CP Chemistry or CP Biology, with a recommendation from the chemistry teacher or the science department chair.

AP BIOLOGY
2 credits
Juniors, Seniors, and Sophomores who complete Physics and Chemistry in their freshman year AP Biology is a full-year class that is organized around the following themes: 1) Four processes of evolution drives the diversity and unity of life; 2) Biological systems utilize free energy and molecular building blocks to grow, reproduce, and to maintain homeostasis; 3) Living systems store, retrieve, transmit, and respond to information essential to life processes; 4) Biological systems interact, and these systems and their interactions possess complex properties. Lectures, discussions, labs and projects support these ideas and are designed to show the connections that exist between them. AP Biology is a challenging course with many long-term labs and opportunities for student-directed research. The class is designed to be a first year college level biology course. It is fast moving and demanding; the successful student has a strong track record in science classes and is interested in the subject. AP Biology is an excellent subject to take as a student’s only biology class or it can be taken after CP or Honors Biology. Text: Biology (Campbell and Reece).
PREREQUISITE: Successful completion of Honors Chemistry or CP Chemistry or permission of the science department chair.

CP BIOLOGY
Sophomores, Juniors, and Seniors
CP Biology is a laboratory course designed to meet college entrance requirements, and prepares students for the content and workload expectations of either AP Biology or other introductory-level college science classes. This course is not necessarily a prerequisite for AP Biology. Topics include biochemistry, cellular biology, ecology, genetics, patterns of heredity, evolution, and using a systems approach to understanding human anatomy and physiology. Laboratory investigations are correlated to the Next Generation Science Standards and are designed to develop students’ critical thinking abilities, while allowing them to make relevant connections to current scientific events. Students are evaluated on their ability to integrate scientific knowledge, work independently, and communicate scientifically. This course satisfies the biology graduation requirement. PREREQUISITE: Successful completion of Honors Chemistry or CP Chemistry or permission of the Science Department Chair. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)

HONORS BIOLOGY
Sophomores, Juniors, and Seniors
Honors Biology is a laboratory-based course designed to provide additional rigor for students interested in the sciences who want to challenge themselves with greater independence in their learning at an accelerated pace. Students cover the biology, cellular biology, ecology, genetics, patterns of heredity, evolution, and anatomy and physiology. Students work throughout the semester to develop laboratory skills and are required to complete an independent research project as part of their final exam. Students also learn additional quantitative skills, such as spreadsheet management and introductory statistical analyses. This course satisfies the biology graduation requirement and is not necessarily a prerequisite for AP Biology. Text: Principles of Life (Prentice Hall, 2008).
PREREQUISITE: Successful completion of Honors Chemistry or CP Chemistry, with a recommendation from the chemistry teacher or the science department chair.

AP CHEMISTRY
Juniors and Seniors
AP Chemistry is similar to the first semester of a college course taken by students majoring in the physical sciences or engineering. This course is an in-depth study of the fundamental theories and laws of classical physics, with emphasis on problem-solving skills. Calculus is an integral part of the course. Placement in AP Physics C: Mechanics assumes that students have successfully completed Honors Physics 1 and are ready to solve more complex problems, calculus-based problems, and perform challenging laboratory activities. The specific content of this course is determined by the College Board AP program and includes many of the topics from Honors Physics 1, as well as torque, rotational motion, and simple harmonic motion. These topics are explored in more depth; the problems are more complex, and sometimes involve integral calculus. Students should take AP Physics C: Mechanics if they are interested in mathematics, physics, engineering, or if they plan to be a non-science major in college and wish to earn credit toward the fulfillment of science requirements for an undergraduate degree. Honors Physics 1, Honors Physics 2 and AP Physics C: Mechanics in their freshman year.
PREREQUISITES: Students must have completed Algebra and Chemistry in their freshman year. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)

AP PHYSICS C: MECHANICS
Juniors and Seniors
AP Calculus B/C, Physics C: Mechanics is similar to the first semester of a college course taken by students majoring in the physical sciences or engineering. This course is an in-depth study of the fundamental theories and laws of classical physics, with emphasis on problem-solving skills. Calculus is an integral part of the course. Placement in AP Physics C: Mechanics assumes that students have successfully completed Honors Physics 1 and are ready to solve more complex problems, calculus-based problems, and perform challenging laboratory activities. The specific content of this course is determined by the College Board AP program and includes many of the topics from Honors Physics 1, as well as torque, rotational motion, and simple harmonic motion. These topics are explored in more depth; the problems are more complex, and sometimes involve integral calculus. Students should take AP Physics C: Mechanics if they are interested in mathematics, physics, engineering, or if they plan to be a non-science major in college and wish to earn credit toward the fulfillment of science requirements for an undergraduate degree. Honors Physics 1, Honors Physics 2 and AP Physics C: Mechanics in their freshman year.
PREREQUISITES: Students must have completed Algebra and Chemistry in their freshman year. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)

CP ANATOMY AND PHYSIOLOGY
Juniors and Seniors
CP Anatomy and Physiology is a laboratory science course that provides a rigorous, in-depth study of the anatomy and physiology of the human body, emphasizing the integration of structure and function. The focus is on the chemical, cellular, and tissue levels of organization, and the structure and function of the nervous, cardiovascular, respiratory, muscular, lymphatic, urinary,
COURSE OF STUDY

ENDOCRINE, REPRODUCTIVE, AND REPRODUCTIVE SYSTEMS. In addition, special emphasis is placed on the interrelatedness of these body systems in maintaining homeostasis. Laboratory work includes microscopic study of cells and tissues, dissection of preserved specimens (required), and computer-based, virtual dissection of human cadavers. This course is designed primarily for students entering nursing and health-related science programs at the post-secondary level. PREREQUISITE: Successful completion of a biology class.

CP/HONORS ECOLOGY AND EVOLUTIONARY BIOLOGY

Juniors and Seniors

Students in this course tackle some of the major questions in ecology and evolutionary biology: What factors influence an ecological community? How have species changed and evolved? How have humans changed the environment? What is the fate of our natural world? Using natural resources and biological communities at the Hiblens farm, the course employs theories of evolution, observation, and natural history to answer these questions. Students are introduced to a broad range of techniques used in the field to collect and analyze data, giving them a taste of what is required to be a field biologist. Students read essays and papers from some of the leading ecology and evolutionary biologists, develop their own experiments, and use critical thinking to process data. Fieldwork (including maintenance of a detailed field notebook), research, labs, and presentations are all important facets of this project-based course. PREREQUISITE: Successful completion of Biology, CP Biology, or the permission of the science department chair.

CP ETHNOBOTANY: THE HUMAN USES OF PLANTS

Designed for students who enjoy hands-on learning, this lab-based botany course connects botanical knowledge with human tradition. Students learn about plant ecology, anatomy, and classification while developing their skills in identification, observation, and collecting and analyzing data in the field. Botanical learning is paired with the medicinal, edible, and utilitarian uses of local plants, and students gain experience making teas, salves, decoctions, fiber, dyes, food, and more. Students also examine and reflect on the links between botanical practices and human society and culture. This class is based primarily at Burr and Burton’s Hartford Farm classroom. PREREQUISITE: Successful completion of Biology, CP Biology, or CP Forest Ecology and Systems Dynamics.

CP FARMING, FOOD, AND SYSTEMS THINKING

Sophomores, Juniors, and Seniors

1 science or 1 technology credit

This course provides students with a foundation in the skills and understanding needed to develop and maintain a sustainable farm or garden. Working on site at the Hiblens farm and greenhouse, students plant, weed, and harvest crops, experiment with growing techniques, and investigate soil health, nutrient cycling, and land management practices. Students explore and study the ecosystems that surround the farm, hands-on, inquiry-based lab experiences are complemented by readings, projects, and conversations with agricultural professionals. Students have the unique opportunity to produce food for our local food system. NOTE: This course does not have a prerequisite, but it does not replace or fulfill the Foundations of Science requirement.

INTRODUCTION TO SUSTAINABLE AGRICULTURE

Sophomores, Juniors, and Seniors

1 science or 1 technology credit

This course provides students with a foundation in the skills and understanding needed to develop and maintain a sustainable farm or garden. Working on site at the Hiblens farm and greenhouse, students plant, weed, and harvest crops, experiment with growing techniques, and investigate soil health, nutrient cycling, and land management practices. Students explore and study the ecosystems that surround the farm, hands-on, inquiry-based lab experiences are complemented by readings, projects, and conversations with agricultural professionals. Students have the unique opportunity to produce food for our local food system. NOTE: This course does not have a prerequisite, but it does not replace or fulfill the Foundations of Science requirement.

INTRODUCTION TO BIOTECHNOLOGY AND BIOENGINEERING

Sophomores, Juniors, and Seniors

1 science or 1 technology credit

Bioengineering and biotechnology are emerging fields responsible for creating vaccines, analyzing human genetics, developing modern medicines, and curing disease. This course introduces important concepts in modern DNA and protein science with an emphasis on real world applications in drug discovery and development. Students learn about emerging techniques in the biotechnology industry from both a scientific and a business perspective. Twelve major laboratory investigations embody many of the fundamental techniques and concepts of modern molecular biology, including basic micropipetting, recombinant DNA technology (cutting and pasting genes into bacteria), DNA fingerprinting, gene amplification by PCR, and CRISPR gene editing technology. Students establish “virtual” portfolios and enter competitions, hear guest speakers from the financial and biotech fields, and make presentations on how they applied the science and explored the products and disease targets of selected companies. PREREQUISITE: Open to students who have taken Chemistry and are currently enrolled in CP, Honors, or AP Biology, or have earned a B or higher in General Biology.

CP/HONORS INTRODUCTION TO MODERN ASTRONOMY: STARS, GALAXIES, AND THE UNIVERSE

Sophomores, Juniors, and Seniors

1 science or 1 technology credit

Cosmology is the study of the origin, evolution, and ultimate fate of the Universe. In this lab/activity-based course, students investigate the Universe: Laniakea, our local supercluster; the Milky Way Galaxy; our Solar System, and the Earth. Discussion topics include the Big Bang and inflation, galaxy formation and classification, black holes, quasars, supernovae, dark matter and dark energy, and exoplanets. In order to understand these topics, students explore important concepts in physics and astrophysics, including nuclear physics, Newton’s Laws, waves, electromagnetic radiation, Kepler’s Laws of Planetary Motion, and General Relativity. Simulations are employed as students analyze geophysical and astrophysical data to understand the theoretical and experimental methods that have been used to learn the history of and to predict the future of Earth, the Milky Way Galaxy, and the Universe. Students enrolled in this course participate in the Pulsar Search Collaboration, which allows students to apply their knowledge of pulsar search techniques. PREREQUISITE: Successful completion of CP Foundations of Science or CP/Honors Physics 1.

CP INTRODUCTION TO BIOTECHNOLOGY AND BIOENGINEERING

Sophomores, Juniors, and Seniors

1 science or 1 technology credit

Bioengineering and biotechnology are emerging fields responsible for creating vaccines, analyzing human genetics, developing modern medicines, and curing disease. This course introduces important concepts in modern DNA and protein science with an emphasis on real world applications in drug discovery and development. Students learn about emerging techniques in the biotechnology industry from both a scientific and a business perspective. Twelve major laboratory investigations embody many of the fundamental techniques and concepts of modern molecular biology, including basic micropipetting, recombinant DNA technology (cutting and pasting genes into bacteria), DNA fingerprinting, gene amplification by PCR, and CRISPR gene editing technology. Students establish “virtual” portfolios and enter competitions, hear guest speakers from the financial and biotech fields, and make presentations on how they applied the science and explored the products and disease targets of selected companies. PREREQUISITE: Open to students who have taken Chemistry and are currently enrolled in CP, Honors, or AP Biology, or have earned a B or higher in General Biology.

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COURSE OF STUDY

The mission of the BBA social studies department is to educate students in the areas of history and social sciences by preparing students today to shape the world tomorrow. Courses in the social studies department build skills in reading, writing, research, speaking, and critical thinking. Burr and Burton social studies students:

- think critically, practice civic-reasoning, and consume information responsibly;
- understand and participate in the democratic process;
- recognize the interdependence of the global community;
- understand, appreciate, and investigate their history and heritage;
- identify and challenge systems of oppression and injustice;
- promote inclusive and antiracist ideals.

Students at Burr and Burton are required to earn four credits in social studies in order to graduate; three of these credits must be in a World and United States History course and one credit must be in a social studies elective course. Students must take a minimum of one course each year (9-12).

Social Studies

CP HUMANITIES 1

2 credits (1 English, 1 social studies)
Co-taught by an English teacher and a social studies teacher, this year-long class is a simultaneous exploration of literary genres and culture. The essential skills and understandings from both English and social studies are combined to offer students context and connection, as well as opportunities to explore issues and themes from multiple perspectives and make global connections that lead to in-depth understanding. Students learn how to become active readers and develop their writing skills in a variety of genres. Students transition to their new school through an orientation to the library, the technology, and the culture of Burr and Burton. Using historical as well as contemporary issues as a lens, students consider the following essential question:

what does it mean to be human? Through this question, students explore the themes of individualism and community, tradition and change, and culture as a source of power. Students write memoir, poetry, fiction, and response to text essays; they work towards synthesis of evidence and the development of arguments. Texts include The White Tiger and Born a Crime, as well as classic and contemporary science fiction. The course features projects involving oration, debate, art, and music as students develop an understanding of the human condition through literature, history, art history, and philosophy.

HUMANITIES WORKSHOP 1

2 credits (1 English, 1 social studies)
This course is modeled on the CP Humanities 1 course but includes greater opportunities for review and practice. Directed at the improvement of the student's reading, writing, thinking, problem solving, and research skills, this full-year course for freshmen is taught by one humanities teacher and one special educator in a workshop setting. Using historical as well as contemporary issues as a lens, students consider the following essential question:

what does it mean to be human? Through this question, students explore the themes of individualism and community, tradition and change, and culture as a source of power. Students write memoir, poetry, fiction, and response to text essays; they work towards synthesis of evidence and the development of arguments. Texts include The White Tiger and Born a Crime, as well as classic and contemporary science fiction. The course features projects involving oration, debate, art, and music as students develop an understanding of the human condition through literature, history, art history, and philosophy.

HONORS U.S. GOVERNMENT AND POLITICS

Sophomores, Juniors, and Seniors
May be taken as an elective or in place of CP World and U.S. History 2
HONORS U.S. History 2

Honors U.S. Government and Politics is for students who want to make sense of how the American political system really works. Students examine democratic theory and the various institutions and processes of American government. This class is for students who want to push their critical thinking, collaboration, and problem-solving skills. It is at the pace of, and has the demands of, a rigorous honors level course. Nightly reading assignments are required, as is a summer assignment. Assessments include formal and informal discussions, position papers, research, and action projects. PREREQUISITES: It is recommended that students have a grade of B+ or better in the preceding CP Humanities course/CP World and U.S. History course, or a B- in AP History.

Students who are interested but do not meet the grade recommendation must have department chair approval.

The third of the three-part World and U.S. History series, this course examines the U.S. and the world in the 20th and 21st centuries. Major themes include the rise of American globalism, the world at war, and issues of wealth and poverty in American economic development. The domestic policy half of the course is guided by the essential question:

How and why does the United States engage with other countries? The course demands daily preparation and participation. Assessments include nightly assignments, group and individual research projects, unit exams, document-based questions and the completion of a research paper/project. PREREQUISITE: Successful completion of CP World and U.S. History 2.

HONORS U.S. GOVERNMENT AND POLITICS

Sophomores, Juniors, and Seniors
May be taken as an elective or in place of CP World and U.S. History 2
HONORS U.S. History 2

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HONORS U.S. GOVERNMENT AND POLITICS

Sophomores, Juniors, and Seniors
May be taken as an elective or in place of CP World and U.S. History 2
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Students who are interested but do not meet the grade recommendation must have department chair approval.
Burr and Burton Academy

AP United States History

Juniors and Seniors
May be taken as an elective or in place of CP World and U.S. History 3
This in-depth study of American history is at the pace of, and has the demands of, a rigorous college-level course. Starting with a review of the pre-contact and colonial eras, students study the political, economic, social, geographic, and other factors that shaped the nation. Taught in a seminar format, the course demands daily preparation and participation. Students have significant nightly reading assignments and many writing opportunities. Text readings are continually supported with additional primary and secondary sources. A significant summer assignment is required.

PREREQUISITES: It is recommended that students have a grade of B+ or better in CP World and U.S. History 2. Students who are interested but do not meet the grade recommendation must have department chair approval. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)

Social Studies Electives

All students entering the 12th grade are required to take one social studies elective during their senior year. Most courses are also open to juniors and sophomores as electives, but participating as a sophomore or junior does not exempt a student from the senior year elective requirement.

Cp Climate, Leadership and Change

Sophomores, Juniors, and Seniors
Climate change is impacting human and natural communities across our world, with communities that have contributed the least to climate change already feeling the greatest effects. What solutions are at work in Vermont, the United States, and across the globe to mitigate the immediate impacts of climate change? What solutions are needed to adapt to change in the future? Students in this class examine the scientific consensus on climate change and learn about the role of climate in the current state of political social, financial, social justice, business entrepreneurship, the media, and systems change theory. Students consider the mindsets, actions, and knowledge needed to be resilient in a changing world. Individual action and systemic solutions are addressed through the use of Drawdown Learn, a comprehensive solution-based approach to addressing global carbon emissions and the regenerative communities that these changes will build.

Honors Conflict Resolution—Dual Enrollment

Juniors and Seniors
3 Bennington College credits
1 Burr and Burton social studies elective credit
In an interdisciplinary approach, theories of conflict resolution are introduced through the lens of the American Revolution. These conflicts are explored through a number of different prisms. These include the nature of peace, the Arab-Israeli Conflict, the Bible, Rock and Roll, the women’s movement, black history, the environment, and others. The course demands a significant summer assignment and discussion of their personal conflict resolution philosophy and statements.

Cp Contemporary Issues

Juniors and Seniors
Contemporary Issues is a study of modern world and national issues. The dynamic nature of these issues means that course content changes yearly. Current political and social conditions, international conflicts, important legislation, national and international economic conditions, major ideologies, the United Nations and other areas are all a part of this course. Special use of videos, periodicals, and up-to-date readings are emphasized. There is considerable use of discussion, debate, seminars, and simulations as a means of trying to solve problems. Students are assigned nightly reading, regular projects, papers and presentations.

Cp/Honors Entrepreneurship

Sophomores, Juniors, and Seniors
Entrepreneurship is designed for any student interested in working on real-world problems with local leaders, businesses, and nonprofits. Based on the Babson College philosophy of entrepreneurship, where students practice play, empathy, creation, experimentation, and reflection, this class is not just for students interested in business. While students learn how to create a business model, they also develop creative thinking, collaboration, and problem solving strategies so that they can apply entrepreneurial thinking to multiple contexts. Students work with local businesses, charities, and/or organizations to help research and solve problems, and make recommendations to local leaders on how to solve economic problems in the community. Students also work in teams to develop student-generated business, invention, or nonprofit ideas, with space to seek funding and investment for their ideas. Students work closely with others, are pushed out of their comfort zones, learn how to speak in front of crowds, and accept constructive criticism, lead, follow, design, make prototypes, fail, and iterate. Students may take this class for CP or honors credit.

Cp Farms, Food, and Systems Thinking

Sophomores, Juniors, and Seniors
1 social studies elective credit or 1 science credit
Students explore systems theory as it applies to the farm, the natural world, and the communities they are a part of. Specific areas of study include: living and nonliving systems, fundamentals of sustainable farming, and agricultural practices, including practical lessons in harvesting and preparing food. Students also explore the social, political, economic, and environmental challenges associated with developing a sustainable local food system. Students learn through visits to local farms, conversations with agricultural professionals, and participation in Burr and Burton’s farm to school initiative. This course provides students with the opportunity to explore topics through research, problem-based learning, fieldwork, and reflective writing. It is based primarily at Burr and Burton’s Hildene farm classroom. PREREQUISITE: Successful completion of Foundations of Science.

Cp History of Hip Hop

Seniors, Recommended Juniors as a social studies elective if space is available.
1 social studies or 1 English credit
Students in this course examine the history of hip hop culture to develop a deeper understanding of both American and African-American culture. Students explore Black music history from the spirituals of enslaved Africans to contemporary hip hop. They learn about the rich cultural influences, but also the complexities and use music to make connections to history. Readings include a wide variety of fiction and nonfiction; students also listen to diverse music in order to learn to “read” songs and to analyze them. Literary study, creative writing, historical research, and the opportunity to make original music are all featured aspects of this course. Students must either the senior English or senior social studies requirement for graduation.

Cp Holocaust Studies

Sophomores, Juniors, and Seniors
With the events of the Nazi Holocaust as a focus, students engage in an active study of human nature in relation to the good and evil in each of us. How do fundamentally intelligent, cultured individuals and societies become perpetrators of evil? How should one react to evil? What lessons can be learned from the Holocaust? Students view a variety of films as well as read, discuss, and debate works by Elie Wiesel, Adolf Hitler, Jean-Paul Sartre, and others. Students have the opportunity to investigate contemporary situations related to the issues raised in this course and to create a final project in a medium of their choice.

Cp Medieval History

Sophomores, Juniors, and Seniors
One of the great misnomers in history is the “Dark Ages.” In fact, the period from the fall of Rome to the emergence of the Renaissance was full of cultural, political, military, and philosophical activity. Students in this class come to understand the many ways that Medieval European society shaped the world we live in today. How was the Black Death good for society? How did Crusaders re-discover technology lost to Western Europe? Did the Magna Carta influence modern democracy? What are the just consolidate power for a few nobles? Students explore these questions and others as they learn about the influence of religion on the structure of society, as well as the castles, nobility and warfare that characterized the politics of this time period. Students conduct quality research and produce papers and projects to demonstrate their learning.

Cp Microeconomics

Sophomores, Juniors, and Seniors
The purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. It is at the pace of, and has the demands of, a rigorous college-level course. Significant nightly reading assignments are required, as is a summer reading requirement. Students who are successful in this course may be encouraged to pursue AP microeconomics as an independent study. PREREQUISITES: It is recommended that students have a grade of B+ or better in the preceding CP World and U.S. History course, or a B+ in AP History. Students who are interested but do not meet the grade recommendation must have department chair approval. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)
Social Studies

Prerequisites: It is recommended that students have a grade of B+ or better in the preceding CP World and U.S. History course, or a B- in AP History. Students who are interested but do not meet the grade recommendation must have department chair approval. Students opting to take the AP exam are responsible for the exam fee (Accessing Community, Careers, and Education through Successful Self-Determination) Provides students with individualized support for academic and practical skills. The program focuses on areas of functional academics, self-care, daily living skills, independent living, community access, and job training and placement. Social competencies are also an important component. Perspective taking and emotional regulation are explicitly taught and embedded throughout daily instruction. By making specialized instruction available to students in every environment, the program balances the educational and extra-curricular opportunities at Burr and Burton with the necessary skills for students to become independent adults and contributing members of the Northshire region.

The Learning Center is for students on an IEP or 504 plan who need additional support to meet the academic, social, emotional, and organizational expectations of regular education classes. Specialized instruction is provided, through the Study Skills course, in the basic skill areas of reading, math, written expression, functional academics, executive functioning skills, and social emotional development. In addition to Study Skills, identified special education students may take a core academic class at a modified level for credit through the Learning Center. Study Skills teachers help students to identify and understand their learning challenges; provide remediation in the areas of need; tutor in the content areas; teach specific basic skills, exam-taking skills, organizational skills, and advocacy; collaborate with the students’ classroom teacher; and help students develop strategies to manage behavior and social expectations. Special education paraeducators are assigned to specifically identified students who require assistance in their core academic classes and in Study Skills.

Indirect services include: consultation with classroom teachers, school administration, and mental health clinicians; conferencing with parents; IEP development; management of students’ educational programs; curriculum revision; administration and interpretation of standardized assessments; and coordination with other professionals involved in the process of special education. Special education personnel work with other agencies’ personnel to facilitate the transition of students to college or other post-high school or employment opportunities.

The special services staff includes Vermont-certified special educators, a speech and language pathologist, an occupational therapist, a youth employment specialist, paraeducators, and a certified therapy dog.
The Student Success program is designed to help students who could benefit from additional academic and/or social emotional support. Through the various program offerings, students develop college and career readiness skills, strength of character, and a sense of purpose that propels them toward success.

In the 2022-2023 school year, the following offerings are available:

**INTRODUCTION TO COLLEGE AND CAREERS**

Sophomorestr and Juniors
1 Burr and Burton elective credit, pass/fail

This course is co-sponsored by the Community College of Vermont (CCV) and is designed to help high school juniors and seniors understand the role of financial aid in paying for college, and to explore the flexibility of post-secondary education options. This course prepares students to take advantage of the two free dual enrollment vouchers that high school juniors and seniors are allowed under the Flexible Pathways legislation. Students work on the college essay, the Common Application, and FAIRSA form preparation helps keep students on track through the critical fall months. Students also engage in scholarship research and development, and leadership skills and further their job interview and resume building skills.

**APPLYING TO COLLEGE: SENIOR WORKSHOP**

.5 credit, pass/fail

This class is designed to help first generation college-bound students complete their college applications in the fall of their senior year. Sustained work on the college essay, the Common Application, and FAIRSA form preparation helps keep students on track through the critical fall months. Students analyze and discuss “success” through a study of memoir and a series of interviews; hone their academic, technological, research and leadership skills, and develop strategies for being successful high school scholars. Partnerships within the school and greater community are a key component of the course, and also provide academic support for core academic courses. Students enrolled in this course are invited to participate in spring workshops that help them prepare for the transition to college.

**FRESHMAN PREP FOR SUCCESS**

Freshmen Success scholars, particularly those who are first generation college-bound students complete their college applications in the fall of their senior year. Sustained work on the college essay, the Common Application, and FAIRSA form preparation helps keep students on track through the critical fall months. Students also engage in scholarship research and development, and leadership skills and further their job interview and resume building skills.

**SUMMER SUCCESS CAMP**

For three weeks in the summer of 2022, incoming freshmen likely to enroll in the Freshman Prep for Success course are eligible to take part in a fun and interactive program that helps ease the transition from middle school to Burr and Burton. Students build relationships and a sense of community on the ropes course and through team-building exercises; grow confident in their academic, technological, and leadership skills; and become better readers, writers, and mathematicians through group activities. Regular field trips and visits to local colleges help students develop a future vision and set goals. Students who participate in summer Success camp enter high school with confidence, because they have built friendships, made connections with teachers and administrators, and know Burr and Burton’s campus.

**FLEX BLOCK SUPPORT**

During Flex Block, Success scholars receive individual academic support as well as college application support; they also meet during this time to identify internship and job opportunities, and to apply for grants, enrichment programs, travel opportunities, scholarships, and more. A Support Flex group is provided for students who are identified as needing guidance in managing their Flex Block time.

**ADDITIONAL SUCCESS PROGRAM OFFERINGS**

Students do not receive academic credit for participation in these programs.

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The Student Success program is designed to help students who could benefit from additional academic and/or social emotional support. Through the various program offerings, students develop college and career readiness skills, strength of character, and a sense of purpose that propels them toward success.

In the 2022-2023 school year, the following offerings are available:

**FRESHMAN PREP FOR SUCCESS**

Freshmen Success scholars, particularly those who are first generation college-bound, develop a future vision for themselves and set academic goals; build relationships and an ability to self-advocate; establish strong character and habits of mind; and strengthen organizational and planning skills necessary to achieve goals and complete work independently. Students analyze and discuss “success” through a study of memoir and a series of interviews; hone their academic, technological, research and leadership skills, and develop strategies for being successful high school scholars. Partnerships within the school and greater community are a key component of the course, and also provide academic support for core academic courses. Students enrolled in this course are invited to participate in spring workshops that help them prepare for the transition to college.

**APPLYING TO COLLEGE: SENIOR WORKSHOP**

.5 credit, pass/fail

This class is designed to help first generation college-bound students complete their college applications in the fall of their senior year. Sustained work on the college essay, the Common Application, and FAIRSA form preparation helps keep students on track through the critical fall months. Students also engage in scholarship research and development, and leadership skills and further their job interview and resume building skills.

**FRESHMAN PREP FOR SUCCESS**

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**INTRODUCTION TO COLLEGE AND CAREERS**

Sophomores and Juniors
1 Burr and Burton elective credit, pass/fail

This course is co-sponsored by the Community College of Vermont (CCV) and is designed to help high school juniors and seniors understand the role of financial aid in paying for college, and to explore the flexibility of post-secondary education options. This course prepares students to take advantage of the two free dual enrollment vouchers that high school juniors and seniors are allowed under the Flexible Pathways legislation. Students work on the college essay, the Common Application, and FAIRSA form preparation helps keep students on track through the critical fall months. Students also engage in scholarship research and development, and leadership skills and further their job interview and resume building skills.

**APPLYING TO COLLEGE: SENIOR WORKSHOP**

.5 credit, pass/fail

This class is designed to help first generation college-bound students complete their college applications in the fall of their senior year. Sustained work on the college essay, the Common Application, and FAIRSA form preparation helps keep students on track through the critical fall months. Students also engage in scholarship research and development, and leadership skills and further their job interview and resume building skills.

**FRESHMAN PREP FOR SUCCESS**

Freshmen Success scholars, particularly those who are first generation college-bound, develop a future vision for themselves and set academic goals; build relationships and an ability to self-advocate; establish strong character and habits of mind; and strengthen organizational and planning skills necessary to achieve goals and complete work independently. Students analyze and discuss “success” through a study of memoir and a series of interviews; hone their academic, technological, research and leadership skills, and develop strategies for being successful high school scholars. Partnerships within the school and greater community are a key component of the course, and also provide academic support for core academic courses. Students enrolled in this course are invited to participate in spring workshops that help them prepare for the transition to college.

**SUMMER SUCCESS CAMP**

For three weeks in the summer of 2022, incoming freshmen likely to enroll in the Freshman Prep for Success course are eligible to take part in a fun and interactive program that helps ease the transition from middle school to Burr and Burton. Students build relationships and a sense of community on the ropes course and through team-building exercises; grow confident in their academic, technological, and leadership skills; and become better readers, writers, and mathematicians through group activities. Regular field trips and visits to local colleges help students develop a future vision and set goals. Students who participate in summer Success camp enter high school with confidence, because they have built friendships, made connections with teachers and administrators, and know Burr and Burton’s campus.

**FLEX BLOCK SUPPORT**

During Flex Block, Success scholars receive individual academic support as well as college application support; they also meet during this time to identify internship and job opportunities, and to apply for grants, enrichment programs, travel opportunities, scholarships, and more. A Support Flex group is provided for students who are identified as needing guidance in managing their Flex Block time.

**ADDITIONAL SUCCESS PROGRAM OFFERINGS**

Students do not receive academic credit for participation in these programs.

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**ADDITIONAL SUCCESS PROGRAM OFFERINGS**

Students do not receive academic credit for participation in these programs.
Any Burr and Burton student struggling to succeed in a traditional secondary program or at high risk of dropping out of school is eligible to apply to the Target program. The Target program is an alternative education program located at a satellite campus on Richville Road in Manchester. Students receive differentiated instruction and support for their coursework, designed to mirror the curriculum on the main campus.

The Target program strives to develop the following skills in each of its students in order to help them become positive contributors to their communities and to be successful life-long learners: communication, integrity, accountability, perseverance, self-advocacy, and respect for self and others.

In addition to the core courses required for graduation, the following courses are also available to students at Target: Vermont History, Vietnam History, Culinary Arts, Digital Photography, Creative Writing, Personal Fitness, Enriched Algebra, Conceptual Geometry, Personal Finance, Anatomy and Physiology, Wildlife Studies, Psychology, Early Childhood Education, Myth and Memoir, Cultural Anthropology, Environmental Science and Contemporary Issues.

The mission of the visual arts and design department is to provide the opportunity for students to explore and express their personal ideas and collective understandings within a larger context through the study and creation of original works of art/design. Visual arts and design courses:
- promote visual literacy through the intentional use of media, materials, technique, and the elements and principles of design, in order to communicate meaning;
- build community and foster cultural awareness;
- have students look carefully and critically in order to see connections, think differently, ask important questions, and develop curiosity and agency through an interdisciplinary approach to problem-solving.

Many visual arts courses allow for multi-year study. Many courses are “level-blended,” allowing students to progress beyond baseline requirements. Levels are defined as:
- **Foundations:** Entry-level course.
- **Studio:** Second year in a specific discipline. Prerequisites include a suggested grade of B or higher in the foundations level course and strong habits of learning assessments.
- **Advanced Projects:** Third year in a specific discipline. Individualized curriculum is co-created with each student.

Two full credits from the arts offerings are required for graduation: one art credit from any of the visual arts and design or media and performing arts course offerings, and one technology credit from the technology and media arts course offerings. Some other disciplines offer opportunities to fulfill the technology credit as well. See course descriptions for information on credits.
CERAMICS: FOUNDATIONS
Ceramics is designed to introduce students to the medium of clay from its raw state to the finished project. Students learn the ceramic skills of hand building, including pinch, coil, and slab methods, as well as basic wheel throwing techniques. Discussions, demonstrations, and projects focus on creating traditional tableware, ceramic sculpture and vessels, and glazing processes. Other sculptural media and processes may be explored. Students study contemporary and masterworks from the past to provide inspiration, and draw from personal experience to develop creativity and expressive content in their work. There is a strong emphasis on developing students’ own voice, aesthetics, and ideas. This course fulfills the arts requirement for graduation.

CERAMICS STUDIO
Students build upon their hand sculpting and wheel skills by pursuing new projects, and continue to develop their personal voice and aesthetic. Projects are both teacher and student-directed. Students participate in the management of the ceramics studio, including kiln loading, clay preparation, and glaze maintenance. PREREQUISITE: Successful completion of Ceramics: Foundations. This course fulfills the arts requirement for graduation.

CERAMICS: CP ADVANCED PROJECTS
Students build on their hand sculpting and wheel skills by pursuing new projects as they continue to develop their personal voice and aesthetic. Projects are both teacher and student-directed. Students participate in the management of the ceramics studio, including kiln loading, clay preparation, and glaze maintenance. PREREQUISITE: Successful completion of Ceramics: Foundations. This course fulfills the arts requirement for graduation.

DESIGN STUDIO
In this project-based course, students delve deeper into the design process, explore more specific skills, tools and techniques, and develop increasingly sophisticated design concepts. Students focus on creative problem solving, functionality, aesthetics, and the effective communication of their ideas. Students also consider the ethical and moral responsibilities of the designer in society. The projects, which attempt to solve real world problems, explore a range of design fields and approaches. PREREQUISITE: Successful completion of Design Studio, or permission of the teacher. This course fulfills the arts requirement for graduation.

VISUAL ART: FOUNDATIONS
Visual Art: Foundations provides an introduction to the concepts and skills required for the creation and appreciation of visual art as a mode of expression. It is designed to help identify and sharpen ideas and to deliver the skills necessary to express those ideas. Students focus on the creative process in their own work and look at how other artists and cultures have used art to shape ideas. Learning and applying the elements and principles of design to produce creative art projects that reflect their understanding of these concepts, students develop additional critical thinking skills, a mindset for arts exploration, the expertise to fully experience visual art, and a personal aesthetic. This course provides a strong foundation upon which students can explore other art electives. This course fulfills the arts requirement for graduation.

VISUAL ART: CP ADVANCED PROJECTS
Students have the opportunity to further develop their skills, ideas, and appreciation of art through assignments that shape personal artistic voice. This course provides students with the opportunity for more in-depth study within a specific area of the visual arts, along with deeper exploration of personal aesthetics. Students may focus on painting, drawing, mixed media, sculpture, and/or fashion and fiber studies. PREREQUISITE: Successful completion of Visual Art: Foundations. This course fulfills the arts requirement for graduation.

MULTIMEDIA PUBLICATION AND DESIGN
In this course, students learn to apply the elements and principles of design to the production of digital photography and graphic design as it applies to real world publications. Students produce publications inspired by their unique personal interests, as well as collaborate with Burr and Burton faculty, staff, and students to produce student life publications, including but not limited to The Burtonian, Burr and Burton’s yearbook. Students develop skills in Adobe Photoshop, InDesign, and other digital publishing software, as well as build problem solving, communication and time management skills. This course fulfills the arts or technology requirement for graduation.

GRAPHIC DESIGN
See course descriptions under media and performing arts.

DIGITAL PHOTOGRAPHY
See course descriptions under media and performing arts.

MULTIMEDIA PUBLICATION AND DESIGN
This foundational woodworking course introduces students to designing and building projects out of wood using hand tools, portable power tools, and woodworking machines. Students are introduced to project design using 3-D modeling tools, as well as to material selection, planning, layout, and safety in woodworking. Students begin to build several projects that utilize increasingly complex design and woodworking skills as the class progresses, and finish their projects using a variety of hand-applied finishes. This course fulfills the arts requirement for graduation.

ART AND PORTFOLIO
This course is designed to help identify and sharpen ideas and to deliver the skills necessary to express those ideas. Students focus on the creative process in their own work and look at how other artists and cultures have used art to shape ideas. Learning and applying the elements and principles of design to produce creative art projects that reflect their understanding of these concepts, students develop additional critical thinking skills, a mindset for arts exploration, the expertise to fully experience visual art, and a personal aesthetic. This course provides a strong foundation upon which students can explore other art electives. This course fulfills the arts requirement for graduation.
Program Overview

LEVELS 1 THROUGH 3
In the lower level courses, students develop skills in listening comprehension, speaking, reading, and writing. Students also learn about various aspects of the relevant culture. As students progress through each unit, they must demonstrate proficiency in each area of the language before advancing. This proficiency model provides time for students to spend a portion of class working independently on the Canvas platform. Students who complete 2 units in one semester receive .5 credit. Students who complete 4 units in one semester receive 1 credit. Students who complete 6 units in one semester receive 1.5 credits. Following successful completion of units 1-4, students progress to the level 2 course. Some students may require two semesters in the level 1 course to complete all 4 units before they move on to level 2. Students must complete all 12 units of levels 1-3 before they are eligible for the upper level courses.

LEVELS 4 AND 5
In levels 4 and 5, cultural information is acquired through a variety of sources, using authentic language. Over two courses/semesters, students move from intermediate to more advanced grammar in order to facilitate the expression of more complex ideas. These courses focus on the relevant history and culture, with the language becoming a familiar and comfortable means of expression, rather than a “foreign” language. Level 4 and 5 classes are honors level courses and can be taken in any order.

ADVANCED PLACEMENT
Advanced placement courses are year-long. Successful completion of both level 4/5 courses is required.

Chinese

CP CHINESE 1
Have you ever wondered what it would be like to be able to communicate with over 900 million native Chinese speakers? CP Chinese 1 is designed to acquaint the new language student with the sound, look, and feel of what studying Chinese is all about. Students develop listening comprehension and speaking skills, as well as novice abilities in reading and writing, with an emphasis on oral skills. Development of an extensive basic vocabulary and basic grammar points are also emphasized. The themes explored in CP Chinese 1 include basic greetings/ introductions, family, everyday activities, likes and dislikes, hobbies, and daily schedules.

French

Trips to various French-speaking areas of the world are offered every year. Every other year, there is an exchange with Burr and Burton’s sister school in Pau, France (the next one is planned for 2023-2024). In the opposite year, a trip to other francophone destinations, such as Quebec or Morocco, is offered. No previous French experience is necessary to participate in most trips, but it is recommended that students complete French 3 before traveling to France as part of the exchange with Pau.

CP FRENCH 1
This introductory class is designed to acquaint the new language student with the sound, look, and feel of what studying French is all about. Students develop listening comprehension and speaking skills, with reading and writing introduced later in the semester. Development of an extensive basic vocabulary and basic grammar points are also emphasized. The themes explored are basic greetings/introductions, everyday activities, likes and dislikes, school, family and friends, and basic food/cafés. The curriculum for the class is based on D’Accord 1 and its online textbook and workbook, complete with audio and video, along with other resources.

Each world language curriculum is designed to be completed in six semesters by the average student. Students are assessed on their interpersonal, interpretive, presentational, and intercultural proficiency, using performance-based assessments. Students in the lower levels of each language (levels 1 through 3) have the opportunity to move at a faster or slower pace, as necessary, to tailor their experience to their individual needs. Each language, with the exception of Chinese, offers opportunities for foreign exchange on a biennial basis.
CP FRENCH 2
This course is designed to be a continuation of CP French 1. The emphasis is still on oral proficiency, but more attention is paid to written accuracy. The curriculum for the class is based on D’Accord and its online textbook and workbook, complete with audio and video. Grammatical knowledge is expanded, and tests and projects are comprehensive, evaluating all aspects of language acquisition: reading, writing, speaking and listening. Different learning strategies are used. Daily homework is crucial to success; much of the homework is internet-based in order to personalize feedback. Initial themes explored are: travel, sports and leisure activities, home, holidays, and celebrations. Assessment is through writing, speaking, and oral presentations. PREREQUISITE: Successful completion of all four units of CP French 1.

CP FRENCH 3
This course is designed to be a continuation of CP French 2. The emphasis is still on oral proficiency, but more attention is paid to written accuracy. The curriculum for the class is based on D’Accord and its online textbook and workbook, complete with audio and video. Grammatical knowledge is expanded, and tests and projects are comprehensive, evaluating all aspects of language acquisition: reading, writing, speaking and listening. Different learning strategies are used. Daily homework is crucial to success; much of the homework is internet-based in order to personalize feedback. Topics of exploration include: health and well-being, food and restaurants, technology and media, transportation, and getting directions. As they progress, students write longer pieces and learn to peer edit as they draft their own children’s books. Assessment is through writing, speaking, projects, and oral presentation. CP French 3 is recommended for the French exchange in Pau. Students typically take two full semesters to complete levels 2 and 3. PREREQUISITE: Successful completion of all four units of CP French 2.

HONORS FRENCH 4/5 (Fall Semester)
Conducted mainly in French, this course is designed to prepare students for the Advanced Placement French Language and Culture examination, which centers on skills for real-world communication. The different sections of the AP French and German tests are reviewed, and each section is carefully analyzed. Students review grammar, expand vocabulary, work on writing skills, and discuss test-taking strategies. Since AP scores are given, and each section is carefully analyzed. Students are required to write an essay, expand their vocabulary, and discuss test-taking strategies. AP French, poetry, literary excerpts and current events are read and analyzed. PREREQUISITE: A grade of B- or better in the preceding course is recommended. A placement test or permission of the teacher is required for students who did not previously study French at Burr and Burton. Students opting to take the AP exam are responsible for the exam fee of approximately $300. (Fee reduction applications are available in the school counseling office.)

AP FRENCH
Conducted entirely in French, this course is designed to prepare students for the Advanced Placement French Language and Culture examination, which centers on skills for real-world communication. The different sections of the AP French and German tests are reviewed, and each section is carefully analyzed. Students review grammar, expand vocabulary, work on writing skills, and discuss test-taking strategies. Since AP scores are given, and each section is carefully analyzed. Students are required to write an essay, expand their vocabulary, and discuss test-taking strategies. AP French, poetry, literary excerpts and current events are read and analyzed. PREREQUISITE: A grade of B- or better in the preceding course is recommended. A placement test or permission of the teacher is required for students who did not previously study French at Burr and Burton. Students opting to take the AP exam are responsible for the exam fee of approximately $300. (Fee reduction applications are available in the school counseling office.)

HONORS FRENCH 3/4 (Spring Semester)
This class provides students who have reached the intermediate proficiency level with an opportunity to improve their linguistic and cultural fluency, to concentrate on advanced and artistic means of oral and written expression, and to achieve a broad understanding of French history, literature and culture. The second half of the textbook Imaginons is used and carries forward the class through a complete review of important grammatical, lexical and cultural points. The textbook also has an extensive website, including audio and video files, so much of the homework is online. Some of the themes the students discuss and write about are issues in French-speaking African and other former colonies in the Pacific and Indian oceans, cultural identity, science and the environment, leisure activities, and French in the world work. Students complete a research project in French about the careers in which they are interested. They read short stories as well as study several short movies and one feature-length film. The course culminates with a reading of Barthelemy’s Le Bourgeois Gentilhomme, with scenes produced by the students’ own hands. PREREQUISITE: Successful completion of CP French 3, with proficiency demonstrated in all skill areas. A placement test or permission of the teacher is required for students who did not previously study French at Burr and Burton.

HONORS FRENCH 4/5 (Spring Semester)
This class is designed to acquaint the new language student with the sound, look, and feel of what studying a German is all about. Development of an extensive basic vocabulary and basic grammar points are emphasized. The themes explored are: basic greetings/introductions, family and friends, everyday activities, likes and dislikes, and school.

CP GERMAN 2
This course is designed to be a continuation of CP German 1. The themes explored are sports and free-time activities, travel, home, and holidays and celebrations. Students must complete units 5-8 before being eligible to continue to German 3. PREREQUISITE: Successful completion of all four units of CP German 1.

CP GERMAN 3
This course is designed to be a continuation of CP German 2. The themes explored are food and restaurants, daily routines, public transportation and driving, and media/technology. Completion of German 3 is recommended for participation in the German exchange in Stuttgart. Students must complete units 9-12 before being eligible to continue to German 4/5. Students typically take two full semesters to complete levels 2 and 3. PREREQUISITE: Successful completion of all four units of CP German 2.

HONORS GERMAN 4/5 (Fall Semester)
In the first half of this course, students explore fairy tales, looking at the literary constructs and specifically at the fairy tales of the Grimm brothers. The second half focuses on the German-speaking country of Austria. Students learn about various aspects of Austrian culture, including the Austrian dialect. Throughout, students continue to expand their vocabulary and their advanced grammar skills. PREREQUISITE: Successful completion of CP German 3, with proficiency demonstrated in all skill areas. A placement test or permission of the teacher is required for students who did not previously study German at Burr and Burton.

AP GERMAN
Conducted primarily in German, this course is designed to prepare students for the Advanced Placement Language examination. The different sections of the examination are reviewed, practice exams are given, and each section is carefully analyzed. A thorough review of difficult grammar and vocabulary is undertaken, and test-taking strategies are discussed. Authentic materials and current events are used as a means of increasing comprehension and preparing students for the AP exam. PREREQUISITE: A grade of B- or better in the preceding courses is recommended. A placement test or permission of the teacher is required for students who did not previously study German at Burr and Burton. Students opting to take the AP exam are responsible for the exam fee of approximately $100. (Fee reduction applications are available in the school counseling office.)
Spanish

Every other year, there is an exchange with Burr and Burton's sister school in Cuenca, Ecuador (the next trip is planned for 2023-2024). In the opposite year, there is a service-learning trip to a Spanish-speaking country, and a yearly trip to a Spanish-speaking country is offered during the April break. CP Spanish 1 or higher is recommended for participation in the trips. Advanced Spanish students also have the opportunity to spend a semester abroad at the sister school in Cuenca.

CP SPANISH 1

CP Spanish 1 is designed to acquaint the new language student with the sound, look, and feel of what studying Spanish is all about. Students develop listening comprehension and speaking skills, as well as reading and writing, with an emphasis on oral skills. Development of an extensive basic vocabulary and basic grammar is also emphasized. The themes explored are basic greetings.Introductions, everyday activities, likes and dislikes, school, family and friends, and food/restaurants.

CP SPANISH 2

This course is designed to be a continuation of CP Spanish 1. Each unit consists of grammar, reading, speaking, listening, and intercultural components, which are practiced within a variety of themes. Students must complete units 9-12 before being eligible to continue to CP Spanish 3. PREREQUISITE: Successful completion of all four units of CP Spanish 1.

CP SPANISH 3

This course is designed to be a continuation of CP Spanish 2. Each unit consists of grammar, reading, speaking, listening, and intercultural components, which are practiced within a variety of themes. Completion of the CP Spanish 3 curriculum is recommended for the exchange program in Ecuador. Students must complete units 9-12 before being eligible to continue to Spanish 4/5. Students typically take two full semesters to complete levels 2 and 3. PREREQUISITE: Successful completion of all four units of CP Spanish 2.

HONORS SPANISH 4/5 (Fall Semester)

Conducted entirely in Spanish, this course analyzes events in Colombia since the 1960's. The rise of drug cartels, half a century of civil war, and the role of the United States are studied and discussed. Extensive in-class discussions greatly advance oral fluency, while reading, writing and listening round out students’ skills. PREREQUISITE: Successful completion of CP Spanish 3, with proficiency demonstrated in all skill areas. A placement test or permission of the teacher is required for students who did not previously study Spanish at Burr and Burton.

AP SPANISH

This course is designed to prepare students for the Advanced Placement Language examination and the SAT II examination and is conducted entirely in Spanish. The different sections of the two examinations are reviewed, practice exams are given, and each section is carefully analyzed. A thorough review of difficult grammar and vocabulary is undertaken, and test-taking strategies are discussed. Contemporary short stories, a novel are read and analyzed. PREREQUISITE: A grade of B or better in the preceding courses is recommended. A placement test or permission of the teacher is required for students who did not previously study Spanish at Burr and Burton. Students opting to take the AP exam are responsible for the exam fee and testing (Fee reduction applications are available in the school counseling office.)

CP MODERN CULTURES OF THE SPANISH SPEAKING WORLD

In this class, students examine modern culture in several Spanish-speaking countries. This includes an exploration of food, music, fashion, and activities of modern teenagers through the use of film, current events, e-pals, guest speakers and Skype. Students study and practice different accents and the use of slang in various countries, and take at least one field trip. The class is conducted entirely in Spanish and is designed for advanced Spanish students; however, the course is not as rigorous as an honors-level class. PREREQUISITE: Completion of at least one upper level Spanish class. This course can be taken before, after, concurrently with, or instead of AP Spanish.

HONORS SPANISH 4/5 (Spring Semester)

Conducted entirely in Spanish, this course analyzes events in Colombia since the 1960’s. The rise of drug cartels, half a century of civil war, and the role of the United States are studied and discussed. Extensive in-class discussions greatly advance oral fluency, while reading, writing and listening round out students’ skills. PREREQUISITE: Successful completion of CP Spanish 3, with proficiency demonstrated in all skill areas. A placement test or permission of the teacher is required for students who did not previously study Spanish at Burr and Burton.

INDEPENDENT STUDY

Burr and Burton allows students to pursue independent studies when they have a high level of interest in a particular subject for which there is no appropriate course in the regular offerings. If they need to recoup credit for a failed class, if there is a significant scheduling conflict, or if a student needs to master a particular subject in order to advance to a higher level course/fulfill a course prerequisite. Students who wish to take a world language not offered by Burr and Burton must first complete level three of a language offered at Burr and Burton. Students must complete an application for cooperation with a school counselor. The application is subject to approval by the relevant department chair and the academic dean. Applications must be completed, signed and approved before the end of the second week of the semester for which it applies. Application deadlines are determined by the academic dean. Students must be juniors or seniors with a 3.0 or higher GPA, and must fully complete independent study courses and achieve a B or higher in them in order to take another.

INTERNSHIPS

Internships offer students the unique opportunity to learn about a variety of careers outside of the regular classroom setting. Students gain knowledge through a job placement based on a particular career or trade in which they have interest, either on the Burr and Burton campus or in the broader community. One of the main objectives of an internship is to help prepare students for a successful transition from high school to the world of work. Juniors and seniors interested in pursuing an internship should speak with their school counselor.

OFF-CAMPUS STUDY

Burr and Burton students who demonstrate the appropriate motivation, independence and responsibility are allowed to pursue study away from the Burr and Burton campus. All applications must be prepared in cooperation with the student’s school counselor and/or any teachers involved in implementing this plan. The application is reviewed by the academic dean and a recommendation is then forwarded to the headmaster. The headmaster makes the final approval for off-campus study plans. Students wishing to participate in an off-campus program during the school year, such as a semester travel program, must comply with the following guidelines:

- Students must complete an Off-Campus Study application and contract by June 1st for fall semester or year-long plans and September 15th for spring semester plans. They also must be in good academic standing and be up-to-date with service learning requirements.
- Some courses may require that midterm and final exams be taken during the regular examination periods at Burr and Burton.
- If a student returns to Burr and Burton behind in coursework, it is the responsibility of the family to arrange and pay for tutoring so the student can make up the requirements of the Burr and Burton courses.
Culinary Arts Program (International & Regional Foods/ Food Systems class is also available to interested students.) Certification: Servsafe, CPR. Dual Enrollment credits: New England Culinary Institute (NECI).

Forestry & Heavy Equipment Program (Intro. to Forestry class is also available to interested students.) Certification: Game of Logging Chainsaw Safety Training Levels 1,2,3,4; OSHA (10hrs.); CPR; First Aid; CDL. College articulation agreements: Paul Smith's College, UNH.

Graphic Arts Program (Intro. to Graphic Arts and Advanced Graphic Arts classes are also available to interested students.) Certification: Adobe (pending).

Human Services Program (Intro. to Mental Health class is also available to interested students.) Certification: CPR, Mandated Reporter Training.

Law Enforcement Program (SPIKE class is also available to interested students.) Certification: CPR/AED/First Aid Child and Adults, Introduction to Incident Command System (ICS). College articulation agreements: CCSU, UConn, UMass-Lowell, UNH, SCSU.

Medical Professions Program (Emergency Medicine class is also available to interested students.) Certification: Healthcare Provider’s First Aid, CPR. Dual Enrollment: CCHC- Human Biology (3 credits) and Medical Terminology (3 credits).
# Four-Year Academic Plan Worksheet

**Notes:**

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**Grade 9**

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**Graduation Requirements Checklist: 28 credits total**

- Core Course Requirements 19
  - English 4
  - Social Studies 4
  - World & US History 3
  - Elective 1
  - Mathematics and Science 7 (4/3)
- Physical Education 1
- Wellness 1
- Arts 1
- Technology 1

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**Grade 10**

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140 courses in a vast array of disciplines, all designed to offer engaging, vigorous educational experiences.