

Bellows Free Academy Fairfax



PROGRAM of STUDIES 2020-2021

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Proficiency Based Graduation Requirements

Students must demonstrate [proficiency](#) in the following areas:

English Language Arts

Math

Science

Global Citizenship

Physical Education & Health

Artistic Expression

Transferable Skills

(Clear & Effective Communication, Self-Direction, Problem Solving, Responsible & Involved Citizenship & Integrative Thinking)

****Note that Transferable skills will cut across all disciplines****

Students will participate in a [Sophomore Exhibition](#) (starting with Class of 2021) and Senior Capstone (starting with Class of 2024)

Proficiency Based Graduation Course Selection Recommendations

To ensure that BFA students have the opportunity to meet our Proficiency Based Graduation Requirements, we strongly recommend the following courses:

- Earth and Space Science, Life Science, and Physical Science
- Math 1, Math 2, and Math 3
- Four ELA Courses including Global English and American Dream
- Four Global Citizenship Courses including Global English, American Dream and Senior Social Studies
- Health, PE x2
- Two courses in Visual, Music, or Performing Arts
- World Language through Intermediate Level (requirement for most colleges)

For college bound students and others seeking extended learning opportunities:

- Additional Math and Science in Junior and Senior Year
- Advanced Placement Courses
- Other electives from Program of Studies

Graduation with Distinction

To be recognized as a BFA Graduate with expertise in a particular area, students must demonstrate proficiency in all areas, plus the additional requirements for the endorsement:

Arts	STEM	Humanities	Leadership	Renaissance	Career Readiness
<p>Eight semesters in Musical, Visual, or Performing Arts courses</p> <p>Participation in District and State Music Festivals or Participation in Visual Arts Exhibitions or Participation in Drama Productions</p> <p>Coffee House Leadership and Participation</p> <p>Extended Proficiency in all indicators of Visual, Musical, or Performing Arts</p> <p>Capstone focused on the Arts</p>	<p>Advanced Math, PreCalculus, Calculus and AP Calculus</p> <p>Chemistry and Physics</p> <p>Participation in an Academic based co-curricular activity (ie: Design TASC, Robotics, Scholars Bowl, Math League, UVM Math Contest...)</p> <p>Capstone focused on a STEM area</p>	<p>AP Language and/or AP Literature and/or AP Social Studies courses</p> <p>At least 3 elective Social Studies Courses</p> <p>World Language through the Intermediate Level</p> <p>Participation in Literary publication or Humanities related out of school activity</p> <p>Capstone is Humanities focused</p>	<p>World Language through the Intermediate Level</p> <p>Advanced Coursework in Math, Science, ELA and/or SS</p> <p>AP Government and Politics</p> <p>Leadership in a Student Activity (ie: Class Office, Student Council, National Honor Society, outside organization ...)</p> <p>Capstone focused on Service Learning</p>	<p>Advanced Math, PreCalculus, Calculus & AP Calc.</p> <p>Four semesters of Advanced Science (ie: Bio. 1B, A&P, Botany, Chemistry, Physics)</p> <p>World History, Economics, and AP US History or AP Gov and Politics</p> <p>AP Language and/or AP Literature</p> <p>World Language through the Intermediate Level</p> <p>Consistent participation in at least one co-curricular activity over four years</p> <p>Capstone integrates at least two disciplines</p>	<p>Tech Center experience</p> <p>Industry Recognized Credentials</p> <p>National Technical Honor Society Inductee</p> <p>Capstone based on career focus</p>

College Requirements

College requirements vary depending upon the type of college or technical institute a student wishes to attend. A student planning to attend a postsecondary institution should check the specific institutions' website for detailed requirements.

Generally colleges are looking for students to challenge themselves in all areas. These are sample **minimum** requirements from Vermont Colleges:

University of Vermont	Vermont Technical College
English- 4 years	English- 4 years
Math- 3 years	Math- 3 years
Global Citizenship- 3 years	Global Citizenship- 3 years
Science- 3 years (1 Lab Science)	Science- 2 years (1 Lab Science)
World Language 2 years (same language)	
Saint Michael's College	Vermont State Colleges
English- 4 years	English- 4 years
Math- 3 to 4 years	Math- 3 years
Global Citizenship- 4 years	Global Citizenship- 3-4 years
Science- 3 to 4 years (2 Lab Sciences)	Science- 3 years (2 lab Sciences)
World Language-2-3 years (same language)	World Language-2 years (recommended)

College Sports Requirements

If you want to participate in Division I or II sports at the college level there are specific academic requirements and you must register with the NCAA. Ask your high school counselor for more information. www.ncaa.org

COURSE NUMBERS

Course Number	Course Title	Page Number
403	Advanced Biology (Lab)	P. 34
329	Advanced Calculus	P. 30
143	Advanced English Language and Composition	P. 17
ENG 22	Advanced Literature	P. 18
306	Advanced Math	P. 29
SOC23	Advanced Sociology	P. 26
FA 25	Advanced Studio Art	P. 11
961	Alternative Physical Education	P. 31
ENG 41	American Dream	P. 15
SCI 22	Anatomy and Physiology	P. 34
SOC 103	Ancient World History	p.24
SCI 114	AP Biology	P. 34
324	AP Calculus	P. 30
114	AP English Language	P. 18
ENG 23	AP English Literature	P. 18
SOC 22	AP Government and Politics	P. 26
SOC 300	AP Psychology	P. 26
211	AP US History (not offered 20-21)	P. 27
412	Botany (Lab)	P. 35
317	Calculus	P. 29
402	Chemistry 1A (Lab)	P. 34
413	Chemistry 1B (Lab)	P.35

Course Number	Course Title	Page Number
SCI 24	Chemistry 1C	P. 35
950	Chorus	P. 14
ENG 26	Comparing Literature & Film	P. 16
FA 74	Concert Band	P. 14
ENG 12	Contemporary Literature	P. 16
FA 79	Digital Media Arts	P. 11
853	Digital Photography	P. 11
843	Drama Productions	P. 14
760	Driver Education	P. 20
60	DUO (Do Unto Others)	P. 21
SCI 17	Earth and Space Science	P. 33
209	Economics: Dollars and Sense	P. 25
MA 08	EMC ²	P. 30
ENG 24	English Survey 11-12	P. 16
411	Environmental Science (not offered 20-21)	P. 36
COM 31	Exploring the Makers Space	P. 12
F2S 100	Farm to School Project	P. 16
MA 05	Financial Literacy	P. 30
405	Forensic Science	P. 36
FA 23	Foundations in Art	P. 10
WLF 300	French Advanced I	P. 39
WLF 400	French Advanced II	P. 40
WLF700	French Conversation	P. 39

Course Number	Course Title	Page Number
WLF 200 & WLF600	French Intermediate I & II	P. 39
WLF 800	French Literature	P. 39
WLF 100 & WLF 500	French Novice I & II	P. 39
111	Global English	P. 15
963	Health	P. 32
ENG 28	Holocaust Studies	P. 16
IS67	Independent Study in Social Studies	P. 27
FA 72	Jazz Band	P. 14
113	Journalism (not offered 20-21)	P. 18
826	Learning Center	P. 21
SCI 18	Life Science	P. 34
314	Math 1	P. 28
MA07	Math 1 (Full Year)	P. 29
315	Math 2	P. 29
328	Math 3	P. 29
SOC 104	Modern World History	P. 24
ENG 14	Media & Communication	P. 17
MA 02	Modeling with Mathematics	P. 30
SOC 101	Philosophy	P. 25
962	Physical Education	P. 31
SC 16	Physical Science	P. 33
404	Physics 1A (Lab)	P. 35

Course Number	Course Title	Page Number
406	Physics 1B (Lab)- Electricity & Magnetism (not offered 20-21)	P. 35
SCI 27	Physics 1C (Lab)- Waves, Sound & Light	P. 35
105	Poetry and Short Story	P. 17
939	Portfolio Design	P. 12
319	Pre-Calculus	P. 29
204	Psychology	P. 25
101	Public Speaking	P. 17
SCI 53	Science Practicum	P. 36
SOC 26	Senior Civics	P. 27
WLS 300	Spanish Advanced I	P. 41
WLS 400	Spanish Advanced II	P. 41
WLS 700	Spanish Conversation	P. 40
WLS 200 & WLS 600	Spanish Intermediate I & II	P. 40
WLS 800	Spanish Literature	P. 40
WLS 100 & WLS 500	Spanish Novice I & II	P. 40
FA 22	Studio Art	P. 11
FA 68	Studio in Set Design	P. 12
103	Vermont Literature	P. 17
71	Vermont Virtual Learning	P. 21

Artistic Expression Departments

Please note students can address their Artistic Expression Proficiencies through successful completion of two courses in Visual, Performing or Musical Arts

Visual Arts Proficiencies & Indicators
1-CREATE: Generate and conceptualize; organize and develop; refine and complete artistic work.
1.1-Use multiple approaches to begin creating, such as: planning, exploration, independent and/or collaborative work.
1.2-Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
1.3-Demonstrate safe handling of materials, tools, and equipment, and explain how traditional and non-traditional materials may impact human health and the environment.
1.5-Plan revisions based on criteria from contemporary and/or traditional cultural contexts.
2-PRESENT: Analyze, interpret, and select; develop and refine; convey meaning through the presentation of artistic work.
2.1 Analyze, select and curate artworks for exhibition or revision (i.e., as personal artwork, group shows and/or artistic collections).
2.2 Analyze and evaluate the reasons and ways an exhibition is presented.
3-RESPOND: Perceive and analyze; interpret intent and meaning; apply criteria to evaluate.
3.1 Interpret an artwork or collection of works, supported by relevant evidence found in the work and its various contexts.
3.2 Establish relevant criteria in order to evaluate a work of art or collection of works.
4-CONNECT: Synthesize and relate knowledge and personal experiences to make art; relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
4.1 Document the process of developing ideas from early stages to fully elaborated ideas
4.2 Describe how knowledge of culture, traditions, and history may influence personal responses to art.

Course Offerings

FA 23 - FOUNDATIONS (Art 1)

Please note all Visual Art Proficiencies and Indicators can be addressed in Foundations

This is the comprehensive foundation to all other art courses. While students are exposed to a variety of 2D and 3D media and have many opportunities to practice art skills and techniques, emphasis is put on the creative process. Through this course, students will develop their artistic

voice using ATP- Artistic Thinking Process (Inspiration, Development, Creation, Reflection). Students will create while exploring the elements and principles of art and design using overarching themes as a guide, as well as gain exposure to art in its historical, cultural, and contemporary contexts. Students are expected to display work, participate in critiques and the annual art show, and keep a digital portfolio of artwork with reflections.

FA 22 - STUDIO ART (Art 2)

Prerequisite: Foundations

Please note all Visual Art Proficiencies and Indicators can be addressed in Studio Art

Throughout the duration of this advanced course, students will have continuous opportunities to explore their own ideas and interests through self-designed choice projects using overarching themes as their guide. Students are expected to display work, participate in critiques and the annual art show, and keep a digital portfolio of artwork with reflections. Bring an open mind, a desire to experiment, and a willingness to get involved in the creative process.

FA 25-ADVANCED STUDIO ART (Art 3)

Prerequisite: Foundations & Studio Art

Extended Visual Art proficiencies are addressed in this course

This advanced course is designed for highly motivated visual arts students who will work at their own pace to create artwork that is mostly self-designed. This course will encourage students to get more creative with their projects and create artworks with focus, meaning and intent. While technical artistic skills are honed, emphasis is put on the creative process: taking risks, problem solving, exploring media, and showing growth. Students will be expected to curate a personal (or group) art exhibit, keep a digital portfolio and facilitate critiques. The course can be taken multiple times. Bring an open mind, a desire to experiment, and a willingness to get involved in the creative process.

FA 79 - DIGITAL MEDIA ARTS

Create 1.1, 1.2, 1.3 & 1.5, Present 2.1 & 2.2

If you can dream it, you can create it in digital media. This course teaches students how to create digital media content. It also exposes students to the world of storytelling. Examples of digital media content include animation and graphic design. Students will gain experience working with Adobe Photoshop, InDesign, Illustrator, and more.

853 - DIGITAL PHOTOGRAPHY

Prerequisite: Foundations and Junior standing or permission of Instructor.

Create 1.1, 1.2, 1.3 & 1.5, Present 2.1 & 2.2, Respond 3.3 & 3.4 and Connect 4.1 & 4.2

This course explores the history of photography, photographic genres, aesthetics, photography as an art medium, and develops a working knowledge of Adobe Photoshop as a photo alteration program. Visual composition will be explored through working with the elements and principles of art and design. Students will present and reflect upon their images via digital portfolios, blogging, written responses, and class critiques.

939 - PORTFOLIO DESIGN

Students desiring to go to an art school have the opportunity to build their portfolios doing an independent study. The student needs to submit a proposal and have a commitment to the process.

FA 68 - STUDIO IN SET DESIGN

Prerequisite: Foundations

All Visual Art proficiencies are addressed in this course

This hybrid course offers students the opportunity to work collaboratively on the set for the fall musical during quarter 1. Students will build smaller set pieces and paint, as most of the actual construction will be completed before the course begins. After the musical, students will then transition into a modified Studio Art course (see "Studio Art" and "Advanced Studio Art" course descriptions). *Offered during Semester 1.*

COM 31- EXPLORING THE MAKERS SPACE

Art Indicators: 1.1 & 1.3

Transferable Skills: Clear & Effective Communication, Creative & Practical Problem Solving, Informed & Integrative Thinking & Self Direction

Each student will work through introductory Arduino, Raspberry Pi, HTML/CSS (website design), Lego Robotics programming, Swift (app programming language), Game Design, 2D and 3D design and printing activities (that will familiarize them with some of the components and capabilities of software and hardware), as well as using the laser cutter. Students will also be using power tools to create displays after each project is completed, students will upload photographic or video evidence to the Schoology course page (listed above) as well as a short reflection on the experience. This will give them an idea of what is possible in the makerspace so that they can come back in the future to work on class-related projects. Once students have worked through these activities, they will develop an independent project, which may utilize several pieces of available technology (3D printer, etc.). Prior to working on this project, they will consult with Mr. Theoret to make sure the project is feasible and to plan for any materials that may need to be procured. Students will present their project to the rest of the class during the last week of the course.

Musical Arts Proficiencies & Indicators
1-CREATE: Generate and conceptualize. Organize and develop. Refine and complete artistic work.
1.1 Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles (e.g., those studied in rehearsals).
1.2 Develop and revise draft melodies, rhythmic passages, and arrangements for specific purposes, in order to exhibit a breadth of elements/styles. b. Preserve draft compositions and improvisations using standard notation and/or audio recording.
1.3 Refine and complete draft melodies, rhythmic passages, and arrangements for specific purposes, by working alone or collaboratively, in order to exhibit a breadth of elements/styles.
2-PRESENT: Analyze, interpret, and select. Develop and refine. Convey meaning through the presentation of artistic work
2.1 Select a varied repertoire based on analysis, the context of the performance, and the skills of the performer(s).
2.2 Demonstrate the impact of musical elements and cultural/historical context and how they inform prepared or improvised performances.
2.3 Respect the rehearsal process and demonstrate ownership of one's own preparation and contribution to the class/ensemble. b. Evaluate one's own progression/learning and the progress of the ensemble, using personally- and/or collaboratively developed criteria.
2.4 Demonstrate attention to technical accuracy and an understanding of expressive intent in prepared and improvised performances across a diverse selection of music. b. Acknowledge and demonstrate appropriate performer and audience etiquette.
3-RESPOND: Perceive and analyze. Interpret intent and meaning. Apply criteria to evaluate
3.1 Apply criteria to select music for specified purposes, supporting choices by citing aural characteristics found in the music and connections to interest, purpose, and context.
3.2 Explain how analysis and the manipulation of musical elements inform the response to music.
3.3 Explain and support interpretations of expressive intent and meaning of musical works.
3.4 Evaluate works and performances based on personally- or collaboratively-developed criteria.
4-CONNECT: Synthesize and relate knowledge and personal experiences to make art. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
4.1 Demonstrate how external and internal forces influence personal choices and intent when creating, performing, and responding to music.

4.2 Demonstrate understanding of relationships and the degrees of influence between music and the other arts, other disciplines, varied contexts, and daily life.

Course Offerings

Please note all Music Proficiencies and Indicators can be addressed in each Music Course.

FA 74 - CONCERT BAND

Concert Band students have mastered the major Scales and have achieved reasonable level of sight-reading. We will be performing medium to advanced level standard and contemporary band literature in various styles. Performance opportunities will be emphasized. Admission is by audition. Concert Band meets daily for the entire school year.

FA 72 - JAZZ BAND

This is for any students that are interested in playing more contemporary styles of music such as Jazz, Rock or Pop music. Instrumentation includes, Saxophone, Trombone, Trumpet, Drum Set, Bass, Piano and Guitar. Participation is by audition and performance opportunities will be emphasized. This class meets twice per week before school for the entire school year.

950 - CHORUS

Chorus is designed to offer students an opportunity to develop individual vocal technique and experience choral music in an ensemble setting. Students will explore and perform vocal music of various styles, periods, and geographical locations ranging from Renaissance to Contemporary, including folk, jazz, and popular music, and from India to Vermont. There is great emphasis on diversity in the choral classroom. Chorus students may elect to participate in music festivals as additional activities. Attendance at all performances is mandatory. No previous music training required.

Performing Arts Opportunities

843 - DRAMA PRODUCTIONS

A student may receive proficiencies toward their fine arts/artistic expression requirements. A student may achieve this by participating satisfactorily in two BFA drama productions and documenting their learning.

English Language Arts

ELA Proficiencies and Indicators Required for Graduation
1-SPEAKING AND LISTENING: Employ effective speaking and listening skills for a range of purposes and audiences.
1.1-Listen actively and critically while collaborating in a range of conversations
1.2-Present their knowledge and ideas in a style appropriate to audience, purpose, and task.
2-READING: Comprehend, interpret, analyze, and evaluate a wide range of complex literary and informational texts.
2.1 Identify key ideas in a text and how they are developed.
2.2 Recognize the craft and structure in a text and their impacts.
2.3 Comprehend and integrate knowledge and ideas from diverse sources.
3-WRITING: Produce clear and coherent writing for a range of tasks, purposes, and audiences.
3.1 Use narrative techniques to develop and reflect on ideas, experiences, or events using relevant details and logical sequence
3.2 Write informational texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
3.3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Course Offerings

111-GLOBAL ENGLISH

ELA Indicators in Speaking & Listening 1.1, Reading 2.1, Writing 3.2

Global Citizenship Indicators in Historical Inquiry 1.3, History 2.1 & Civics 4.1

Global English is a team-taught interdisciplinary course. Each Global English team consists of a Social Studies and English teacher. The course is designed to help the 9th grade transition to high school focusing on skills such as reading, writing, communication, and inquiry while exploring different world regions and historical time periods. Students will work on meeting both Language Arts and Social Studies proficiencies throughout the semester.

ENG 41 -THE AMERICAN DREAM-MYTH OR REALITY (Literature & Language)

ELA Indicators in Speaking & Listening 1.2, Reading 2.2 and Writing 3.2 & 3.3

Global Citizenship Indicators-Historical Inquiry 1.1 & 1.2, History 2.1 & Civics 4.2

This humanities course is taught over *two consecutive blocks*, one focused on the literature and language of 20th century America, and the other on the pivotal ideas, events, and people of the period. The course emphasizes writing and reading comprehension skills and introduces students to critical analysis and a variety of historical methods. Required assignments include

informational and argumentative essays, a research paper, a Harkness Discussion, and a final presentation. The American Dream: Myth or Reality is framed around the question of whether rhetoric (what we say) and reality (what we do) always match up based on the evidence of 20th century America. Assigned literature includes American short stories, *The Great Gatsby*, Shakespeare's *Julius Caesar*, *Fahrenheit 451*, *The Things They Carried*, and *Catcher in the Rye*.

ENG 26 - COMPARING LITERATURE AND FILM

Reading 2.2 & 2.3 and Writing 3.2

A course in which we will read novels, watch the film adaptations, and compare and contrast the two. We will specifically look at plot, characterization, point of view, tone, and literary/film techniques and how these are similar and different in the different mediums. Students will create a variety of products to show how the books and films are similar and different.

ENG 12- CONTEMPORARY LITERATURE

Proficiencies Reading 2.1 & 2.2 & 2.3

Contemporary literature focuses on the novels, stories, and poems that are currently popular among teens and adults in our world today. A variety of literature from diverse authors will be explored. Students will demonstrate their understanding of the universal themes found in literature today in a multitude of ways. This course will involve a lot of reading, so students should be prepared for that.

ENG 24 - English Survey 11-12

Speaking and Listening 1.1 & 1.2, Reading 2.1, 2.2 & 2.3 Writing 3.1 & 3.2

This course features a broad survey of the novel, poetry, drama, and short stories in the Western tradition. The class is built on reading, writing, analysis, and discussion. Students will be responsible for completing an independent reading OR writing unit. Texts under study may include: *A Separate Peace*, *The Things They Carried*, *One Flew Over the Cuckoo's Nest*, and a range of short stories and poetry.

F2S100 - FARM TO SCHOOL PROJECT

ELA Indicators in Speaking and Listening 1.1 & 1.2, Reading 2.1 & 2.3, Writing 3.3 & 3.2
Science Proficiencies in 2. Investigations, 6. Explanations & Solutions, 7. Obtain, Evaluate, and Communicate, 8. Argument from Evidence

Students will spend time working in many areas on our School Farm. They will also complete an independent project on the School Farm they design. Classroom units will include Sustainability, Food Security, Food Justice, a debate on current issues in agricultural science, and more.

ENG 28 - HOLOCAUST STUDIES

Reading 2.3, Writing 3.2

This course will focus on literature and art from the victims of the Holocaust. By examining fiction, poetry, memoir, diaries, and art, students will address the historical, religious, sociological, and political impacts of the Holocaust. Among the topics covered: bearing witness

and survivor testimony, shaping the collective memory, the second generation, and gender and the Holocaust.

ENG 14 - MEDIA AND COMMUNICATIONS

Speaking and Listening 1.1 & 1.2, Reading 2.2, 2.3 Writing 3.2 & 3.3

This course introduces students to the basics of finding information, evaluating its relevance and determining its accuracy, and communicating effectively with 21st century digital tools from social media to traditional print publications. Students will read, discuss, and write about current events and issues while exploring a range of communication platforms such as podcasts, TED talks, print, and documentaries. Students will practice authentic media skills through contributing to school and community news and information platforms.

105 - POETRY AND THE SHORT STORY

Speaking and Listening 1.1 & 1.2, Reading 2.1, 2.2 & 2.3 & Writing, 3.1 & 3.2

This course is designed for students interested in higher level creative writing. The study of poetry and short stories is balanced with the study of language as an art form. Students complete a survey of modern poetry, 1850 - present, and of the 20th century short story. Each student will also complete two original short stories, compile two original poetry portfolios and assist in compiling and publishing *Genesis*, BFA's literary arts magazine.. The junior-senior research requirement is satisfied through a response to literature research report.

101 - PUBLIC SPEAKING

Speaking and Listening 1.1 & 1.2, Writing 3.2 & 3.3

In this public speaking course students have the opportunity to improve their skills in public speaking, oral interpretation of literature, radio announcing, panel discussions, interviews, and storytelling. The course introduces the fundamentals of good public speaking that are applicable in every interview, profession, and discussion. Participants are more confident in their speaking and writing skills as a result. Students will incorporate the video, digital, and multimedia tools to enhance learning and performance.

103 - VERMONT LITERATURE

Reading 2.1, 2.2 & 2.3 & Writing 3.1, 3.2 & 3.3

We explore poems, short stories, essays, and novels by Vermont authors. Students will write in each of these genres. The centerpiece of this class is David Budbill's verse play "Judevine." Students will create and publish a magazine about life in Ex: "Vermont: As We See It", "Vermont Works".

143 - ADVANCED ENGLISH LANGUAGE AND COMPOSITION

English College credit available through CCV

Prerequisite: American Dream, English 10, or instructor approval, and summer reading.

Reading 2.2 & 2.3 and Writing 3.2 & 3.3

This course gives students the opportunity to enhance their reading and writing skills to college level. The course focuses on reading, listening, and viewing short non-fiction from 1600 to

present including podcasts, documentaries, historic letters and speeches, and newspaper and magazine articles. Students build on their understanding of the patterns of effective persuasive writing through a range of writing tasks including reading responses and a well developed, researched argument on a substantive topic.

114 - AP ENGLISH LANGUAGE

Prerequisite: Advanced Composition, or permission of instructor.

Reading 2.2 & 2.3 and Writing 3.1 & 3.3

This AP class is designed to prepare motivated students for the AP Language and Composition exam. It builds on work completed in the Advanced Language class and is a foundational course for students planning to attend college. It is designed to investigate various forms of formal and informal communication as well as the best models of persuasive language. Final assessment includes a writing journal and a college application essay. Students are encouraged to take the AP exam in May. AP credits are accepted as college credit both nationally and internationally.

ENG 22 - ADVANCED LITERATURE

Prerequisite: Proficiencies in Reading and Writing through ELA courses including Advanced English Lang/AP English Lang, and completion of a summer reading assignment.

Proficiencies Reading 2.1 & 2.2 and Reading 3.2

This course is designed for highly motivated students who love literature and enjoy learning through reflection and playing with the written word. Students will read novels, poetry, and drama from the 18th century to the present day. Authors include the Brontes, Dickens, Henry James, Toni Morrison, and F. Scott Fitzgerald.

ENG 23 - AP ENGLISH LITERATURE

Prerequisite: Advanced Literature, or permission of instructor.

Proficiencies Reading 2.1 & 2.2 and Reading 3.2

This college level course is designed for highly motivated students who want to extend their exploration of literature and composition to college level, and who plan to sit the Advanced Placement Exam in May. Students will focus on poetry, drama, and novels from the 16th century to the present day. Writers include Shakespeare, John Keats, Oscar Wilde, Richard Wright, and Ernest Hemingway.

ENG 13 - SENIOR CAPSTONE EXPERIENCE

Senior Capstone Experience is a student-selected exploration of a topic that results in in-depth research, a project or a product, and a presentation. This approach is one that allows students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Capstone Experience, students will learn more about their topic, their community, and most importantly about themselves. Students can select one of three paths: career exploration, research topic, service learning.

Course Not Running 2020-2021

113 - JOURNALISM (This course is taking a break for now)

Speaking & Listening 1.2, Reading 2.3 and Writing 3.1 & 3.2

This course will introduce students to the field of journalism. Students will study the role of journalism in society, important journalists, the ethics of journalism, and what it means to be an informed and engaged citizen. Students will also learn about the many types of journalism including print journalism, multi-media journalism, photojournalism, and documentary journalism. Students must express an interest in and a commitment to writing.

Elective Course Offerings

760 - DRIVER EDUCATION

Prerequisite: Sophomore standing AND Vermont Learner's Permit approximately one month prior to the start of the class. Students enrolled in this course will acquire a foundation of knowledge and driving skills. They will receive a minimum of 30 hours of classroom instruction, six hours of observation time and six hours of behind-the-wheel instruction time from a certified instructor. Vermont laws and the Department of Motor Vehicles requires students to document 40 hours of driving outside of school with an unimpaired adult over the age of 25 with a valid license sitting in the passenger seat. Students and parents are required to attend a Parent's Night within the first two weeks of the course. Students must meet all course requirements to be awarded the appropriate certificate from the State of Vermont.

Students are required to show their permit to the Guidance Office approximately one month prior to the start of class. Deadlines will be set by the Guidance Office. While enrolled in the class students will need to use some Advisory time for Driver Education. Placement will be by grade level, with Seniors first, then Juniors, then Sophomores by birth date. Because of the demand for this class, students who fail or are removed from class will be eligible to request Driver Education again after a full calendar year. Driver Education will not be offered in the summer. Students who do not request Driver Ed on their Course Request Form may be able to still take the class on a space available basis.

Please be aware this course is a quarter course. Students will have the option of independent study, DUO, study hall and/or online classes in the quarter accompanying Driver's Ed.

Flexible Pathways

Our Flexible Pathways program promotes opportunities for students to achieve and demonstrate college and career readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities. While Flexible Pathways are embedded into every class at BFA Fairfax, there are also specific opportunities available outside the traditional four walls of the classroom as well. These opportunities are student-directed, and come in many forms. Your own creativity sets the limits of what your Flexible Pathways Learning Experience may look like. Check out <http://bfapathways.weebly.com/> and <https://www.instagram.com/bfapathways/> for more information.

Flexible Pathways programs include:

- Independent projects designed by students with support from the Flexible Pathways Coordinator to meet specific learning goals;
- Work-Based Learning Experiences;
- Online Courses through [Edmentum](#) and [VTVLC](#);
- Dual Enrollment courses with VT colleges for Juniors and Seniors.

60 - DUO - Do Unto Others

Transferable Skills Indicators

This experience is designed to allow participation and involvement by the student in areas where he/she can assist others. Selection by the student of a particular DUO experience must have permission of a guidance counselor **and** participating teacher. Providing service to the community will also be considered for DUO credit. DUO credits will not be considered for the requirements for graduation.

826 - LEARNING CENTER

Students in need of extra academic support.

INDEPENDENT STUDY (STUDENT INITIATED PROJECTS)

Indicators determined by student and teacher

Students can pursue academically acceptable subjects not available in the high school curriculum, or to expand on an existing course for full or portions of credit. Independent studies need to be coordinated with and receive prior approval from the teacher, administration and guidance.

DUAL ENROLLMENT

These courses offer the opportunity for college credit as well as high school evidence towards indicators and proficiencies.

Students who have successfully completed their tenth grade year are eligible for two free tuition vouchers to be used anytime prior to high school graduation. Interested students should

explore the individual college websites for eligible courses before applying for their voucher. For more information visit:

<https://education.vermont.gov/student-learning/flexible-pathways/dual-enrollment>

Students can take courses at the following schools:

Bennington College	New England Culinary Institute
Castleton State College	Norwich University
Champlain College	Saint Michael's College
Community College of Vermont	SIT Graduate Institute
Goddard College	Southern Vermont College
Johnson State College-NVU	Sterling College
Landmark College	University of Vermont
Lyndon State College-NVU	Vermont Technical College
Marlboro College	

If you are interested please contact your school counselor for details on the process of enrolling.

TECHNICAL CENTERS

Students can apply for technical education programs through Center for Technology Essex, Burlington Technical Center & Northwest Technical Center (Public Safety & Fire Services). There are offerings for sophomore, junior and senior years. *Through these programs students can address proficiencies towards graduation at BFA.*

For more information visit their websites:

CTE- <https://www.ewsd.org/cte>

BTC-<http://btc.bsdt.org/>

NWTC-<https://www.maplerun.org/o/nwtc>

Global Citizenship (Social Studies) Department

Global Citizenship Proficiencies and Indicators Required for Graduation
1- INQUIRY: Students develop reasonable explanations of the world around them through inquiry and analysis.
1.1 Explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not one's own.
1.2 Students use accurate and specific evidence to demonstrate content knowledge.
2-HISTORY: Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.
2.1 Explain the historical origins of pivotal individuals, groups, events, and ideas; and how they are interpreted over time.
3-CIVICS, GOVERNMENT & SOCIETY: Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).
3.1 Evaluate how and why rules and laws are created, interpreted, and changed.
3.2 Describe how government actions directly impact citizens locally, statewide, nationally, and/or internationally.
4-ECONOMICS: Students make economic decisions through their understanding of the interaction between humans, the environment, government, and the economy.
4.1 Students evaluate and debate government and/or economic programs.
4.2 Examine the causes and effects of limited resources and propose possible solutions.
5- SOCIETY & SELF: Students analyze human behavior, social institutions, and/or functions of human society to develop critical thinking skills to interpret the processes that shape human life.
5.1 Evaluate what determines and constrains human behavior.
5.2 Evaluate social institutions and structure to explain how social patterns are created and maintained over time

111- GLOBAL ENGLISH

Global Citizenship Indicators in Inquiry 1.1 & 1.2, History 2.1, and Civics, Government, and Society 3.1

ELA Indicators in Speaking & Listening 1.1, Reading 2.1, Writing 3.2

Global English is a team-taught interdisciplinary course. Each Global English team consists of a Social Studies and English teacher. The course is designed to help the 9th grade transition to high school focusing on skills such as reading, writing, communication, and inquiry while

exploring different world regions and historical time periods. Students will work on meeting both Language Arts and Social Studies proficiencies throughout the semester.

ENG 41 -THE AMERICAN DREAM-MYTH OR REALITY (History)

*Global Citizenship Indicators-Inquiry 1.1 & 1.2, History 2.1 and Civics, Government, Society 3.2
ELA Indicators– Speaking & Listening 1.2, Reading 2.2 and Writing 3.2 & 3.3*

This humanities course is taught over *two consecutive blocks*, one focused on the literature and language of 20th century America, and the other on the pivotal ideas, events, and people of the period. The course emphasizes writing and reading comprehension skills and introduces students to critical analysis and a variety of historical methods. Required assignments include informational and argumentative essays, a Harkness Discussion, and a final presentation. The American Dream: Myth or Reality is framed around the question of whether rhetoric (what we say) and reality (what we do) always match up based on the evidence of 20th century America. Assigned literature includes American short stories, *The Great Gatsby*, *Fahrenheit 451*, *The Things They Carried*, and *Catcher in the Rye*.

SOC 103 - ANCIENT WORLD HISTORY

Prerequisite: Successful completion of American Dream

Inquiry 1.1 & 1.2, History 2.1 and Civics, Government, and Society 3.2

This semester long elective course is designed to allow students to explore the historical development of civilization from the Renaissance to the Modern era 1500-1900. The course is framed around Essential Questions such as “What supports and maintains a civilization?” and “Why do empires fall?” Students will explore these topics through discussion, presentation, primary source readings, and other methods. An emphasis is placed on the development of critical thinking skills, as well as the refinement of writing. Course content is covered in the following units:

- Agriculture and the Rise of Empires
- Classical Civilizations around the world
- The Medieval World and Islamic Golden Age
- The Renaissance and Reformation of Europe

Learning is assessed through presentation, writing, research, and other methods.

SOC 104- MODERN WORLD HISTORY

Prerequisite: Successful completion of American Dream

Inquiry 1.1 & 1.2, History 2.1, Civics, Government, and Society 3.2

This semester long elective course is designed to allow students to explore the historical development of civilization from the Renaissance to the Modern era 1500-1900. The course is framed around Essential Questions such as “What supports and maintains a civilization?” and “Why do revolutions happen?” Students will explore these topics through discussion, presentation, primary source readings, and other methods. An emphasis is placed on the development of critical thinking skills, as well as the refinement of writing. Course content is covered in the following units:

- Exploration and Colonization of the New World

- The Enlightenment around the world
- Revolution!
- Shaping the Modern World

Learning is assessed through presentation, writing, research, and other methods.

209 - ECONOMICS: DOLLARS and SENSE

Prerequisite: Successful completion of American Dream

Inquiry 1.1 & 1.2, Civics, Government, and Society 3.2, Economics 4.1 & 4.2

In this course students will analyze, discuss, and debate important economic principles while evaluating the benefits and limitations of the American economic system. Students will explore issues such as poverty and the responsibility of the wealthy, what makes some businesses successful while others fail, the stock market, and the role of the government in the economy. There will be significant reading and writing done both within and outside of class. Students will read the novel “*Outliers*” by Malcolm Gladwell, various other essays by Gladwell, and parts of other works such as “*The Undercover Economist*”.

SOC 101-PHILOSOPHY

Prerequisite: successful completion of American Dream

Inquiry 1.1, Society and Self 5.1 & 5.2

This course will introduce students to the philosophical fields of morality, epistemology, and aesthetics. If questions such as why be good, why not be bad, what does it mean to be smart, and does creativity belong to creative people interest you then this is your course! Reading, writing, and discussion will be a major focus of this course. It is expected that students will improve their research, writing, and communication skills.

204 - PSYCHOLOGY

Prerequisite: Successful completion of American Dream

Inquiry 1.1 & 1.2, Society and Self 5.1 & 5.2

This elective course introduces students to the study of human behavior and its history, and allows them to investigate the Essential Question, “Why do we act the way we do?” from multiple perspectives. Units of study include biological processes, human development, sensation and perception, learning, personality, cognition, intelligence, social behaviors, abnormal behaviors, and treatment. Students will read a novel of choice about a topic that interests them. Each student will design, conduct, analyze and present an experiment demonstrating the scientific method. Students will also develop skills in communication, research, writing and group process.

SOC 300-AP PSYCHOLOGY

Prerequisite: Successful completion of American Dream

Inquiry 1.1 & 1.2, Society and Self 5.1 & 5.2

This elective yearlong college-level course introduces students to the study of human behavior and its history, and allows them to investigate the Essential Question, “Why do we act the way we do?” from multiple perspectives. Units of study include research, biological processes,

human development, sensation and perception, learning, personality, cognition, intelligence, stress emotion & motivation, memory, cognition & language, social behaviors, abnormal behaviors, and treatment. AP Psychology requires a commitment to significant amounts of reading and writing, including required summer assignments. Critical and evaluative thinking skills, and the practice of writing skills specific to the AP Exam (free-response) are emphasized throughout the course.

SOC 23 - ADVANCED SOCIOLOGY

Prerequisite: Successful completion of American Dream

CCV credit course

Inquiry 1.1 & 1.2, Economics 4.2 and Society and Self 5.1 & 5.2

This is a college level elective course through CCV. Sociology introduces students to the study of group behavior and its history, and allows them to investigate the Essential Question, “How do social forces affect group behavior?” from the sociological perspective. Units of study include social norms & values, culture, socialization, social inequities & poverty, crime and deviant behavior, and social institutions. Each student will design, conduct, analyze and present a sociological study demonstrating the scientific method in the area of leadership styles or social boundaries. Students will also develop skills in communication, research, writing and group process.

SOC 22 - AP U.S. GOVERNMENT AND POLITICS

(Offered for 2020-21 but will not be offered 2021-22)

Prerequisite: Successful completion of American Dream and summer reading.

Inquiry 1.1, Civics, Government and Society 3.1 & 3.2 and Economics 4.1

AP U.S. Government and Politics is a year-long college level course designed to prepare students for the AP exam in May. This course will provide students with a comprehensive understanding and description of the operation of American national government and its interactions with the American people. Students will be able to interpret, understand and explain political events in this country. Topics covered include a study of the three branches of government (legislative, executive and judicial), the bureaucracy, the media and role of public opinion, political participation including voting behavior and patterns, role of special interest groups, civil liberties and rights and the budget making process. Summer assignment required.

211 - AP U.S. HISTORY

(Not offered for 2020-21 but will not be offered 2021-22)

Prerequisite: Successful completion of American Dream and summer reading.

Inquiry 1.1 & 1.2 and History 2.1

AP U.S. History is a college-level course that is designed to prepare students for the AP Exam in May. The course content covers 500 years of American history from colonial times to the present. While the course will proceed chronologically, the search for and recognition of common themes will be an important component of study. AP U.S. History requires a commitment to significant amounts of reading and writing, including required summer

assignments. Critical and evaluative thinking skills, and the practice of writing skills specific to the AP Exam (free-response and DBQ) are emphasized throughout the course.

IS67 - INDEPENDENT STUDY IN SOCIAL STUDIES

Indicators based on individual student projects

In collaboration with their teacher, students design a personalized in-depth course of study of one or two topics of interest using research methods in social sciences or history. Students and teacher will also determine together what type of assessments may be appropriate to the topic and individual. (Ex. professional literature review, discussion, performance task, book report, TED talk, etc.) Skill development is focused on self-direction, communication, and integrative thinking.

SOC 26 - SENIOR CIVICS

Prerequisite: Senior standing.

Inquiry 1.1, Civics, Government & Society 3.1 & 3.2 and Economics 4.1

This “New and Improved” senior course is required for graduation. Students will explore the structure and function of government at the local, state, and national level and analyze issues that affect their daily lives. In order to pursue these learning opportunities, all students are asked to interact with the levels of government including required visits to the State House and attendance at town meeting (or comparable alternatives). Course material is centered around Enduring Understandings, Essential Questions, and Common Assessments that relate to the *Grade Expectations for Vermont’s Framework of Standards and Learning Opportunities*. Each unit specifies what BFA wants students to know, understand, and be able to do within the areas of content, process and product.

The units of study common to all classes are:

- Your Place in American Democracy
- The Lowdown on Local Government
- The State of the State
- National Government

Math Department

MATH Department Proficiencies and Indicators Required for Graduation
1-ALGEBRA Create, interpret, use, and analyze expressions, equations and inequalities.
1.1 Interpret and manipulate the structure of expressions.
1.2 Solve equations using algebraic properties to justify your reasoning.
1.3 Solve systems of equations using algebraic properties to justify your reasoning.
2-FUNCTIONS Use functions, including linear, quadratic, and exponential, to interpret and analyze a variety of contexts.
2.1 Understand the concept of a function, it's varied representations, and use function notation.
2.2 Use different representations (table, graph, equation) of functions to model and interpret situations.
3-GEOMETRY: Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.
3.1 Use analytic geometry and modeling to solve problems.
3.2 Use deductive reasoning to prove geometric theorems.
4-STATISTICS AND PROBABILITY: Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.
4.1 Use statistics to model situations involving data.
4.2 Use and apply properties of probability to a variety of situations.

The mathematics program at BFA is designed to prepare students for a career or for college. It features interwoven strands of algebra and functions, statistics and probability, geometry and trigonometry. In order for students to be prepared to demonstrate proficiency, it is recommended that students take up through Math 3 by the end of their sophomore year.

Course Offerings

314 - MATH 1

Algebra 1.1, 1.2, 1.3, Functions 2.1 & 2.2, Geometry 3.1, Statistics 4.1

MATH 1 is the first course in mathematics for all high school students. Topics include linear and exponential functions, reasoning with equations, interpreting data, and geometric reasoning.

MA 07 - MATH 1 -Full Year Version

Algebra 1.1, 1.2, 1.3, Functions 2.1 & 2.2, Geometry 3.1, Statistics 4.1

MATH 1 is the first course in mathematics for all high school students. Topics include linear and exponential functions, reasoning with equations, interpreting data, and geometric reasoning. This course will meet everyday for the entire school year allowing students to strengthen their foundational math skills.

315 - MATH 2

Prerequisite: Successful completion of Math 1.

Algebra 1.1 & 1.2, Functions 2.2, Geometry 3.1 & 3.2, Statistics 4.2

MATH 2 is the second course in the high school math curriculum. Topics include quadratic functions, geometric reasoning, and probability.

328 - MATH 3

Prerequisite: Successful completion of Math 2 or EMC²

Algebra 1.1 & 1.2, Functions 2.2, Geometry 3.1, Statistics 4.1

Math 3 is the third recommended course in the high school math curriculum. Topics include polynomial operations and functions, statistics, and trigonometry.

306 - ADVANCED MATH

Prerequisite: Successful completion Math 3 or Math 3 AND successful completion of EMC²

Algebra 1.1 & 1.2, Functions 2.1 & 2.2

Advanced Math is a course recommended for students that are interested in furthering their math knowledge in preparation for college. Topics studied include function models, logarithmic functions, trigonometric functions, and sequences and series.

319 - PRE-CALCULUS

Prerequisite: Successful completion of Advanced Math.

Algebra 1.1 & 1.2, Functions 2.2, Geometry 3.1 & 3.2,

PreCalculus is recommended for students who are interested in furthering their math knowledge in preparation for a college major with a math/science focus. Upon completion of PreCalculus, students will be able to take Calculus I. Topics studied include rates of change, modeling motion, logarithmic functions, counting models, polynomial and rational functions and symbolic reasoning.

317 - CALCULUS

Prerequisite: Successful completion of PreCalculus.

This course is the first semester of the year long AP Calculus course. Please only select this course if you plan to take only the first semester.

This course includes the study of limits, derivatives, integrals, and their applications. This class is offered in the Fall.

324 - AP CALCULUS

Prerequisite: Successful completion of PreCalculus.

This is a year long course for students with the desire to take the AP Calculus exam.

This course includes the study of limits, derivatives, integrals, and their applications and prepares for the AP Exam.

329 - ADVANCED CALCULUS

Prerequisite Calculus AB and the desire to take the AP Calculus BC exam.

Algebra 1.1 & 1.2, Functions 2.2

This course will briefly review Calculus AB topics, introduce new topics including integration by parts and parametric equations and prepare for the AP exam.

MA 08 - EMC²

Prerequisite: Math 1 and Math 2

This course will help Vermont high school students who did not earn a rating of proficient in math classes achieve college and career readiness before leaving high school. In addition, EMC² will provide an opportunity for students to achieve graduation proficiency in critical math content and practices. The consortium of GEAR UP, VSCS, and the Agency of Education has created a curriculum bringing together the best of open education materials and resources in one place. There are 16 Essential Concepts addressed by the course which are matched to Common Core Math Standards and VT High School math graduation proficiencies. Successful completion of this course (proficient in ALL 16 Essential Concepts) will mean a student can enroll directly into a college-level math course at any of the VSCS schools.

MA 05 - FINANCIAL LITERACY

Transferable Skills are assessed in this course

Financial Literacy is a personal finance course essential for every high school student. This course will cover the following topics in order:

Behavioral Finance, Taxes, Checking, Saving, Paying for College, Types of Credit, Managing Credit, Investing, Insurance, Budgeting

MA 02 - MODELING WITH MATHEMATICS

Algebra 1.1& 1.2, Functions 2.2, Geometry 3.1 & Statistics 4.1

In this course students will focus on what it means to model with mathematics. Topics such as arithmetic, algebra, geometry, and statistics will be approached through the lens of representing mathematics in various ways and in various forms. Students will continue to develop their problem solving skills and a growth mindset perspective. At the conclusion of the course students will have built a portfolio of tasks that represent their understanding of how mathematics is modeled in our world.

Physical Education & Health Department

Physical Education & Health Proficiencies Required for Graduation
1-KNOWLEDGE: Students demonstrate a working knowledge of health and wellness concepts.
2- PHYSICAL LITERACY: Students perform motor skills that enable participation in meaningful physical activity.
3-SOCIAL SKILLS: Students display social skills that contribute to successful cooperation, collaboration, and communication through wellness activities.
4-DECISION MAKING SKILLS: Students demonstrate and implement strategies related to personal wellness.

Course Offerings

The four required proficiencies are addressed throughout Health & PE

962 - PHYSICAL EDUCATION

During this class students will develop fitness evaluation skills and goal setting strategies for the five components of fitness. Students will be challenged to reach competency in various individual and team sports with an emphasis on lifetime activities. Units will continually challenge and create student growth in cognitive, social /affective and motor skill areas. Students will develop skills and goals for lifelong wellness.

961 - ALTERNATIVE PHYSICAL EDUCATION

There are two ways that a student can receive an alternate physical education proficiency. In both ways student must provide evidence for all physical education and health indicators not previously met.

A. Sports: A student must participate in the same school-sponsored sport for two seasons.

B. Alternative Program: Students must receive pre-approval if they choose an alternate program, submitting a letter that provides a detailed description of their chosen program. Students must receive supervised instruction from a certified instructor for a minimum of 60 hours.

963 - HEALTH

Health education for high school students is a nine-week course aimed at identifying and preventing the most important health issues facing teens today. Some of the health issues discussed include alcohol and drug abuse, eating disorders, teen suicide, relationship abuse,

teen pregnancy and sexually transmitted diseases. Students will be challenged to reflect on their lifestyle choices and to consider the short-term and long-term effects of decisions that they make. Health education promotes the core belief that health knowledge and shaping a positive attitude lead to making healthy lifestyle choices.

Science Department

Science Proficiencies Required for Graduation
1-Ask Questions and Define Problems
2-Plan and Carry Out Investigations
3-Use Mathematics and Computational Thinking
4-Analyze and Interpret Data
5-Develop and Use Models
6-Construct Explanations and Design Solutions
7-Obtain, Evaluate, and Communicate Information
8-Engage in Argument from Evidence

Course Offerings

Core Science Classes (Physical Science, Earth and Space Science and Life Science) are recommended by the completion of sophomore year.

SC16 - PHYSICAL SCIENCE

1. Questions & Problems, 3. Math & Computational Thinking, 4. Data & 5. Models

This course is designed to introduce the student to physical science as well as to lay a foundation upper level science courses. The course uses class discussion and laboratory experiments to cover such topics as essential math skills, uniform and nonuniform motion, forces and Newton's laws and Energy.

SCI 17 - EARTH AND SPACE SCIENCE

1. Questions & Problems, 4. Data, 5. Models & 8. Evidence

In this course students will develop knowledge and understanding of astronomy, geology and meteorology. Incorporating the Next Generation Science Standards, students will use the tools of observation to learn about the solar system, stars, stellar evolution and cosmology. The geology unit of study will include mapping, earth movements and materials, geologic time, resource extraction and use as well as Vermont geology. Students will also study the interaction of the earth's atmosphere with the land, oceans and life as well as examine climate change data.

SCI 18 - LIFE SCIENCE

1. Questions & Problems, 2. Investigations, 5. Models & 6. Explanations & Solutions

This course is designed to cover the life science content of the Next Generation Science Standards. Units of study will include the biochemistry of life, DNA and protein synthesis, ecology and populations, the carbon cycle, evolution, and homeostasis.

403 - ADVANCED BIOLOGY (LAB)

Prerequisite: Successful completion of core science classes

5. Models, 7. Information & 8. Argument from Evidence

This course is a continuation of Life Science for students desiring an additional class in the field of biology. Topics will include microbiology, infectious diseases, cancer, and the nervous system.

SCI 114- AP BIOLOGY

Prerequisite: Life Science

1. Questions & Problems, 2. Investigations, 4. Data

This yearlong course is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

SCI 22 - ANATOMY AND PHYSIOLOGY (LAB)

Prerequisite: Successful completion of core science classes

1. Questions & Problems, 4. Data, 5. Models & 7. Information

This course will cover the basics of human anatomy and physiology. Topics will include the structure and function of cells, tissues and organ systems of the body, homeostasis and growth and development. Students must be able to understand complex vocabulary associated with anatomy of the body. Lab work will be an integral part of this course.

402 - CHEMISTRY 1A (LAB)

Prerequisite: Successful completion of MATH 2

1. Questions & Problems, 2. Investigations, 3. Math & Computational Thinking, 4. Data, 5. Models, 6. Explanations & Solutions & 7. Information

This class is designed for students who are planning on studying science, medicine or engineering in college. The major focus will be on physical and inorganic chemistry. Topics include Development of the Atomic Model, Kinetic Theory and Gas Laws, Energy, Classification of Matter, Physical and Chemical Properties and Changes; Formulas and Equations; Moles. Chemistry 1A is the first half of a typical high school chemistry course.

413 - CHEMISTRY 1B – (LAB)

Prerequisite: Successful completion of Chemistry 1A

1. Questions & Problems, 2. Investigations, 3. Math & Computational Thinking, 4. Data, 5. Models, 6. Explanations & Solutions & 7. Information

This is a continuation of Chemistry 1A. Topics include stoichiometry, atomic structure, nuclear chemistry and radiation, chemical bonding, molecular structure, intermolecular forces and thermodynamics,. Chemistry 1B is the second half of a typical high school chemistry course. This class is offered in the spring.

SCI 24 - CHEMISTRY 1C

Prerequisite: Successful completion of Chemistry 1A and 1B

1. Questions & Problems, 2. Investigations, 3. Math & Computational Thinking, 4. Data, 5. Models, 6. Explanations & Solutions & 7. Information

This is a continuation of Chemistry 1A and 1B. Topics will include Energy, Equilibrium, Acids, Bases and Electrolytes, Oxidation-Reduction reactions and an introduction to Organic Chemistry.

404 - PHYSICS 1A - (LAB)

Prerequisites: Successful completion of Advanced Math required and Chemistry suggested

1. Questions & Problems, 2. Investigations, 3. Math & Computational Thinking, 4. Data, 5. Models, 6. Explanations & Solutions & 7. Information

This course is designed for students who are either planning on studying science or engineering in college. The major focus will be on kinematics (uniform and nonuniform motion), dynamics (Forces and Newton's laws) and Energy. Physics 1A is the first half of a typical high school physics course.

406 - PHYSICS 1B - ELECTRICITY AND MAGNETISM - (LAB)

Prerequisites: Successful completion of Advanced Math & Physics 1A required and Chemistry suggested

1. Questions & Problems, 2. Investigations, 3. Math & Computational Thinking, 4. Data, 5. Models, 6. Explanations & Solutions & 7. Information.

This is a continuation of Physics 1A. Topics include electricity (electrostatics and circuits,) magnetism and electromagnetic induction. Applications of these concepts include residential wiring, motors and generators. Physics 1B is the second half of a typical high school Physics course. **(Not offered 2020-2021 but will be offered 2021-2022)**

SCI 27 - PHYSICS 1C - WAVES, SOUND AND LIGHT

Prerequisite: Successful completion of Physics 1A

Topics include wave behavior, sound and various aspects of light including optics.

412 - BOTANY (LAB)

Prerequisite: Successful completion of core science classes

1. Questions & Problems , 2. Investigations, 4. Data, 7. Communicate Information &

8. Argument from Evidence

In this course students will become familiar with local plant identification, angiosperm plant families, plant structure and function, the processes of photosynthesis, germination, and hydroponics. Teamwork is encouraged through lab activities, research and interdisciplinary projects.

411 - ENVIRONMENTAL SCIENCE

Prerequisite: Successful completion of core science classes

3. Math & Computational Thinking, 4. Data, 5. Models, 6. Explanations & Solutions & 8. Argument from Evidence

This is an elective course that will study environmental challenges ranging from the local to the global level. The focus will be on current environmental issues with topics that include: Earth's Systems, The Living World, Energy Resources, and Global Change with an emphasis on Global Climate Change. Students will showcase an integrated understanding of science through a culminating project highlighting an aspect of climate change and its relationship to their community. **(Not offered 2020-2021 but will be offered 2021-2022)**

405 - FORENSIC SCIENCE

Prerequisite: Successful completion of core science classes

2. Investigations, 6. Explanations & Solutions, 7. Information & 8. Argument from Evidence

This is an elective course that combines aspects of a broad spectrum of sciences: biology, botany, chemistry, and physics to answer questions of interest to the legal system. Students will observe, collect, evaluate and interpret physical evidence following the principles of the scientific method. **(Offered 2020-2021 but not 2021-2022)**

SCI 53 - SCIENCE PRACTICUM (LAB)

2. Investigations, 4. Data, 8. Explanations & Solutions & 7. Information

This seminar will incorporate the BFA Science Global Understanding Power-Standards and Essential Expectations. Building on their knowledge of science content, and science and engineering practices, students will identify an area of interest to explore in greater depth. In collaboration with their teacher, students design a personalized course of investigation which allows them to bring their strengths and talents to the given plan of study. Examples may include studying the environmental impact of a local project or proposal, learning the science behind the creation and production of a consumer product, or learning about how scientists work in a given field. Students' course of study will include a practical component as well as an opportunity to present their findings in a public forum.

F2S100 - FARM TO SCHOOL PROJECT

ELA Indicators in Speaking and Listening 1.1 & 1.2, Reading 2.1 & 2.3, Writing 3.3 & 3.2

Science Proficiencies in 2. Investigations, 4. Data, 6. Explanations & Solutions, 7. Information & 8. Argument from Evidence

Students will spend time working in many areas on our School Farm. They will also complete an independent project on the School Farm they design. Classroom units will include

Sustainability, Food Security, Food Justice, a debate on current issues in agricultural science, and more.

World Languages

World Language Proficiencies Optional for Graduation

1-Interpretive Communication

1.1 I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken or written. (Novice Proficiency)

1.2 I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken or written. (Intermediate Proficiency)

2-Interpersonal Communication

2.1 I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. (Novice Proficiency)

2.2 I can participate in spontaneous spoken or written conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. (Intermediate Proficiency)

3-Presentational

3.1 I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken or written language. (Novice Proficiency)

3.2 I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken or written language. (Intermediate Proficiency)

4-Investigate - Intercultural

4.1 In my own and other target language cultures I can identify products and practices to help me understand perspectives. (Novice Proficiency)

4.2 In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. (Intermediate Proficiency)

5- Interact - Intercultural

5.1 I can interact at a survival level in some familiar everyday contexts. (Novice Proficiency)

5.2 I can interact at a functional level in some familiar contexts. (Intermediate Proficiency)

The world languages department focuses on the development of proficiency in reading, writing, speaking, and listening comprehension of the target language. Students are expected to carry on conversations appropriate to their level and express themselves in a manner that could be understood by native speakers. Students are encouraged to begin their study of another

language as early as possible. In addition to the descriptions below, the French and Spanish programs may also utilize multimedia resources including videos, CD recordings, books, online news sites in target language and world language websites.

Course Offerings

WLF 100 - FRENCH NOVICE

WLF 500 - FRENCH NOVICE II

Interpersonal 1.1, Presentational 2.1, Interpretive 3.1, Cultural Competency 4.1

This is an introductory course of the people and culture in the French-speaking world. Students will build vocabulary and practice grammar through speaking, listening, reading and writing. Students will learn to communicate with simple sentences. Students will read short stories and listen to native speakers via current media. Students will build their knowledge and use of verb tenses by using present, past tenses and near future with regular and irregular verbs.

WLF 200 - FRENCH INTERMEDIATE

WLF 600 - FRENCH INTERMEDIATE II

Prerequisite: Proven proficiency in Novice or recommendation of the instructor.

Interpersonal 1.2, Presentational 2.2, Interpretive 3.2 & Cultural Competency 4.2

This course continues an in-depth study of vocabulary and grammar with listening, speaking, reading and writing. Students will be expected to speak in French on a daily basis. Students will read a short novel, and watch media in the target language. Students will create a variety of projects and presentations in French. This is an important year for strengthening skills to advance to a higher level.

WLF 700 - FRENCH CONVERSATION

Prerequisite: Proven proficiency in Intermediate. or recommendation of the instructor.

Interpersonal 1.2

This course will focus on speaking and listening. French is required to be spoken daily with no English being allowed in the classroom. Lessons will include short readings, television programs, music, current events and movies. **The difficulty of topic will be based on the course level (I or II).*

WLF 800 - FRENCH LITERATURE

Prerequisite: Proven proficiency in Intermediate. or recommendation of the instructor.

Interpersonal 1.2, Presentational 2.2, Interpretive 3.2

This course will focus on reading poetry, short stories, plays and novels. Students will be required to read in and out of class, with the expectation of coming prepared to discuss the topics of study. Students are expected to speak only French, which will give them the opportunity to advance their skills quickly and in a natural way.

WLF 300 - FRENCH ADVANCED I

Prerequisite: Proven proficiency in Intermediate or recommendation of the instructor.

This is an advanced course designed for students who wish to refine their abilities to communicate in French. Students will read and analyze French literature, discuss current

events and French news programs. Oral presentations and written essays are required. Students are expected to speak only French in class.

WLF 400 - FRENCH ADVANCED II

Prerequisite: Proven proficiency in Advanced I or recommendation of the instructor.

This is an advanced course in French. Students are only allowed to speak French while in the classroom. Students will refine grammar skills and vocabulary even more as they study French-speaking cultures through reading and analyzing French AP literature. Students will write essays and give presentations in French. Students who complete French Advanced may take the AP test in May.

WLS 100 - SPANISH NOVICE I

WLS 500 - SPANISH NOVICE II

Interpersonal in Spanish 1.1, Presentational in Spanish 2.1, Interpretive in Spanish 3.1, Investigate Intercultural 4.1.

This course is an introduction to the language and cultures of Spanish-speaking people. Students build basic vocabulary and practice grammar concepts through speaking, listening to and reading, and writing Spanish. Students will learn to communicate in simple sentences. Students will build their knowledge and use of verb tenses by using present, past tenses and near future with regular and irregular verbs.

WLS 200 – SPANISH INTERMEDIATE I

WLS 600 - SPANISH INTERMEDIATE II

Prerequisite: Proven Proficiency in Novice or recommendation of the instructor.

Interpersonal in Spanish 1.2, Presentational in Spanish 2.2, Interpretive in Spanish 3.2, Investigate Intercultural 4.2 & Interact Intercultural 5.1

This course continues an in-depth study of vocabulary and grammar with listening, speaking, reading and writing. Students will be expected to speak in Spanish on a daily basis. Students will read short readings, and watch media in the target language. This is an important year for strengthening skills to advance to a higher level.

WLS 700 - SPANISH CONVERSATION

Prerequisite: Proven proficiency in Intermediate or recommendation of the instructor

Interpersonal 1.2

This course will focus on speaking and listening. Speaking in Spanish is required; no English will be allowed in the classroom. Lessons will include selections of readings, television programs, movies, music or current events. The difficulty of topic will be based on class proficiency level.

WLS 800 - SPANISH LITERATURE

Prerequisite: Proven proficiency in Intermediate or recommendation of the instructor

Interpretive in Spanish 3.2 & Interpersonal 2.2

This course will focus on reading poetry, novels, short stories and plays. Students will be required to read in and outside of class time, with the expectation of coming prepared to discuss topics of study in Spanish. This gives students a way to advance their skills quickly in a natural way. Speaking in Spanish is required; no English will be allowed in the classroom.

WLS 300 - SPANISH ADVANCED I

Prerequisite: Proven Proficiency in Intermediate or recommendation of the instructor. This is an advanced course designed for students who wish to refine their abilities to communicate in Spanish.

Interpersonal in Spanish, Presentational in Spanish, Interpretive in Spanish

Students will read and analyze Hispanic literature, discuss current events and Spanish news programs. Oral presentations and written essays are required. Students are expected to speak only Spanish in class.

WLS 400 - SPANISH ADVANCED II

Prerequisite: Proven Proficiency in Spanish Advanced I or recommendation of the instructor.

Interpersonal in Spanish, Presentational in Spanish, Interpretive in Spanish

This is a continuation and deepening of topics covered in Advanced Spanish. Students completing this course successfully should be well prepared to continue study at the college or university level. This class is offered in the Spring semester. Students may opt to take the CLEP (College Level Examination Program) or the AP (Advanced Placement) Exam in May for college credit.

TRANSFERABLE SKILLS



Creative and Practical Problem Solving



Clear and Effective Communication



Responsible and Involved Citizenship



Self Direction



Informed and Integrative Thinking

