



Burke Mountain Academy  
2014-2015  
Course Guide

**PASSION FOR SKIING. LEARNING FOR LIFE.**

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# BURKE MOUNTAIN ACADEMY COURSE GUIDE

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## Burke Mountain Academy MISSION STATEMENT

Burke Mountain Academy provides passionate ski racers the opportunity to pursue their limitless academic and athletic potential in a community based on trust.

We embrace an ethos in which hard work is held in the highest esteem, and believe risking failure and learning from success are exceptional preparation for life beyond Burke.

## Burke Mountain Academy HONOR CODE

Burke Mountain Academy is a community based on trust. As a member of this community, I understand that we all live together. I promise to respect and be courteous to every member of the BMA community, students as well as staff. I also understand that signing the Honor Code means accepting the responsibility to address acts that violate it.

I pledge my support of and accept the standards, expectations, and rules of Burke Mountain Academy, as articulated in the Student Handbook. As a BMA student, I agree to live by these standards, expectations, and rules, whether on the BMA campus, at a BMA-sponsored activity, or on trips or in competitions that reflect upon Burke Mountain Academy.

I recognize that my personal commitment to support these standards, expectations, and rules contributes to the strength, openness, and trust of the entire BMA community.



## MEET THE FACULTY

### **VIVIAN BUCKLEY – MATH TEACHER**

MS Lyndon State College, 2001. BS Lyndon State College, 1993. BS University of Maine, 1989.

After teaching twelve years in private and public schools, Vivian (who goes by "Viv") found her way to BMA in 2005 and considers her position at Burke to be the ideal job. She loves the pace, the multitude of ways to contribute, the small class sizes, and the opportunity to be herself in a community of dedicated and passionate students and staff. Viv continues to explore teaching and mathematics through a variety of pursuits and experiences including The AP Institute and the Anja S. Greer Conference on Science, Mathematics, and Technology. Viv and her husband, Dave built their own house and employ the principles of conservation to their 200 acre property in Waterford, Vermont. Waterford is the perfect spot because it lies between East Burke, VT and the White Mountains of NH, Viv's favorite places to hike, bike and ski.

### **DAVID M. CHAMBERLAIN – HISTORY AND ENGLISH TEACHER, DORM PARENT**

BA History, Providence College, 1998. MA American History, University of New Hampshire, 2000.

David studied European history at Providence College and American history at the University of New Hampshire, which he attended on a James Madison Memorial Fellowship. He has also completed extensive postgraduate work in environmental studies through the Huxley College of the Environment at Western Washington University. Prior to coming to Burke, Dave taught history for six years at Kennett High School in Conway, New Hampshire. He and his wife Rachel are dorm parents in Witherell. In their free time, they enjoy hiking and climbing throughout New England and around the world. In the future, Dave would like to dedicate more time to freelance writing. His previous work has been published in "Appalachia", "Environmental Practice" and "The History Teacher."

### **BENJAMIN CLARKE – FRENCH TEACHER**

**Certificate of Advanced Graduate Study in Educational Curriculum**, (22 credits post-MATESOL completed at present) St. Michael's College, Colchester, VT. **Master of Arts in Teaching English to Speakers of Other Languages**, August 1999. St. Michael's College, Colchester, VT. **Certificat Semestriel de Langue Française, Niveau Supérieur**, January 1989. Université de la Sorbonne, Paris, France. **Bachelor of Arts in English**, June 1989. Kalamazoo College, Kalamazoo, MI. **Foreign Study Semester Abroad, French Language, History and Architecture**, Spring 1987. Université de Caen, Caen, France. **Vermont Level I Professional Educator's Licenses:** Modern and Classical Language-French, Grades PreK-12 with Highly Qualified Teacher (HQT) status. English as a Second Language, Grades PreK-12 with Highly Qualified Teacher (HQT) status.

Benjamin Clarke was raised on skis in central and northern New Hampshire. He has over 20 years experience teaching languages including eight years teaching French at St. Michael's College and two years training language teachers in China on behalf of the U.S. State Department. He has also taught languages at Lyndon Institute and South Burlington High School. His international teaching experience includes living and working in Paris, France, Bogota, Colombia, Seoul, South Korea and Wenzhou, China. He is keenly interested in the psychology of language and language acquisition, intercultural synergy, music, creative drama and the somatic arts including yoga, chi gong and Chinese internal martial arts.

### **FRANCESCA DE LORME - ART TEACHER**

BA, Liberal Arts & Environmental Sciences, University of California, Santa Barbara; post-grad Program in Teaching & Education at National University. Francesca served as Artist-in-Residence in 2007 when she assisted the former art teacher and students in creating the mosaic mural in the kitchen of the dining commons — and she was hoping for an opportunity to work with the BMA community again. Francesca has over 20 years experience in teaching positions, various education programs and the arts, and she is delighted to return for her fourth year. She has studied a wide range of media and currently works mostly in mosaic, hot glass, fiber arts and graphic design. Her work can be seen in galleries, residences and businesses across the country, and one of her pieces was selected for inclusion in the National Mosaic Exhibit. Francesca lives in East Burke with her husband in a home they built themselves out of about 60% recycled materials, where she also maintains her studio.



## **DAVID IVERSON - SCIENCE AND MATHEMATICS TEACHER, RACE SECRETARY**

MS Physics Kansas State University, BA Physics University of Rochester.

2014 VARA Volunteer of the year, VARA Board of Directors 2007 - present.

Despite having Midwestern parents, and a degree from K-State, David was born and raised in Syracuse, New York. A lifelong nordic skier, David's first job out of graduate school introduced him to the concept of the ski academy. Twenty years later, he is excited to be returning for his eighth year at BMA. When he is not teaching or timing races, he will most likely be mountain biking, fishing, skiing, or generally off in the woods somewhere. His YouTube channels, BMAPhysics and SkiRaceHelp, feature video lectures on Physics, Calculus, Race Timing and Administration and assorted topics in math. He has posted in excess of 350 videos which have received over 90,000 views.

## **BRANDON MAZUR – LITERATURE TEACHER**

BA English, Montclair State University, 2007. MFA Creative Writing, Rutgers University-Newark, 2009.

Brandon studied English - focusing on creative writing - and Anthropology at Montclair State University in New Jersey and then earned an MFA in Creative Writing from Rutgers-Newark. Before joining the BMA community he taught college-level humanities courses to high school students at Rutgers. He has also previously taught humanities courses and tutored in the Center for Reading and Writing at Ramapo College. Vermont is an ideal setting for him since he enjoys an array of outdoor activities, most of all bicycle racing.

## **JON RICE – DIRECTOR OF ACADEMICS, HISTORY TEACHER**

BA History, University of New Hampshire, 1998; MA American History, University of New Hampshire, 2006

Jon is entering his second year as the Director of Academics. After a three-year stint coaching rowing at the University of New Hampshire, highlighted by gold medal performances in the Men's Novice Eight at the New England Rowing Championships and the Champion International Collegiate Regatta in 1999, Jon relocated to the Northeast Kingdom in 2001 to teach history at St. Johnsbury Academy. Over his twelve years at St. Johnsbury Academy, Jon held numerous responsibilities including Social Studies Department Chair, head dorm parent, and the Director of the Outing Club. His family, including wife Jen and son Liam, currently live in East Burke. Jon's other interests include reading, mountain biking, telemark skiing, and spending time with his family exploring the wilds of New England and beyond.

## **LAUREN STRUCK – DIRECTOR OF COLLEGE PLACEMENT**

BA Colgate University, MTS Harvard University

Lauren grew up in the Midwest, but has been living and teaching in the Northeast Kingdom since 2000. Lauren joined the BMA community in 2004, teaching science, directing college placement, and assisting in the timing building. Lauren has come to appreciate the passion and dedication of students and staff at BMA – “there's no better place to work.” She currently lives in Sutton with her husband, Jamie, and two children – McKinley (9) and Holden (7). In between her responsibilities at Burke and at home, Lauren can be found doing yoga, or exploring the mountain on her telemark skis or her mountain bike.

## **LINDLEY VAN DER LINDE – SCIENCE and MATH TEACHER**

MS Environmental Science Portland State University, 2003. BA Williams College, 1993. All-American Nordic skier, World Juniors (1991), Team Rossignol (1988-2006), Craftsbury Marathon winner 2005, 2006. Lindley joined BMA in 2012. Previously, Lindley lived and worked at Holderness School where she taught Chemistry and Environmental Science and coached Nordic skiing and cross-country running. She, her husband Tiaan, and two young children, Linden and Stella, have enjoyed their home in Burke Hollow since 2007, but they are excited to be part of the BMA and Northeast Kingdom communities full time. Lindley's other interests include telemark skiing, mountain biking, trail running, and ski-joring with their dog Digby.

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## **THE ACADEMIC PROGRAM**

### **BURKE MOUNTAIN ACADEMY'S EDUCATIONAL PHILOSOPHY**

Burke Mountain Academy's academic program is college-preparatory in nature, but our objectives encompass a larger vision and a broader horizon, stretching beyond college and into one's fuller, later life. We strive to instill both the confidence to take intellectual risks and the passion to pursue them.

Certain distinguishing characteristics of our program both reflect and reaffirm our educational philosophy. Since its founding, BMA has never given grades to mark the completion of courses in our curriculum. Indeed, we believe that the primary motivation for academic work must come from within our students. Working toward some arbitrary measure of performance can undermine a central community value of BMA: learning for learning's sake. We think that, all too often, grades may cause students to work for the wrong reasons. Instead, what we strive to foster is an atmosphere best described by the idea of students having true dialogues with teachers, both in and out of our classrooms.

The academic component of Burke's educational philosophy seeks to develop a personal commitment to life-long learning. Three fundamental principles define the core of our academic program:

1. Stimulating intellectual curiosity
2. Developing critical skills
3. Building content and conceptual understanding

These principles provide both an end and a means for determining our curricula, gauging our teaching methods, and providing a backbone for the dialogues we have with our students. We look for "teachable moments" both in and out of the classroom. The best learning that happens here is more a voyage than a destination. The objectives that our students set for themselves often extend far beyond the Burke classroom. In their own ways, students gradually begin to recognize some of our intentions and designs as educators.

### **BURKE MOUNTAIN ACADEMY'S EVALUATION PROCESS**

In lieu of grades, at the conclusion of each semester, our teaching faculty writes comprehensive evaluations of each student's progress in every course. This process of assessment encourages students to recognize individual challenges and opportunities and to work toward self-improvement – which is, in our eyes, the real purpose of education. We are convinced that continuing growth is always possible.

There are three components to Comprehensive Evaluations: Intellectual Character traits, Course-Specific Narratives, and Course-Specific Subject Competencies. The Course-Specific Narrative and Competencies are written by individual teachers regarding the learning that has occurred within their course. In addition, all the BMA teachers discuss the character and effort each student has developed. Students develop these character traits throughout their time at Burke, and different teachers glimpse different aspects of each student's intellectual character. We define character in terms of respect for the classroom community,



responsibility, self-awareness, drive, and curiosity. For a comprehensive description of the character traits we seek to engender, please see a sample Evaluation in the appendix.

Beyond this assessment process, our students write their own self-evaluations, in which they take personal stock of their recent past, articulate their current state of mind, and set individual goals. Writing these “term-ends,” as we call them, is a cornerstone of the educational foundation that we are attempting to build.

## **STRUCTURE OF THE CURRICULUM**

The four-year, 9<sup>th</sup> grade through 12<sup>th</sup> grade curriculum is based on English, mathematics, and French every year, science for three years, history for two years, and art at a half-credit. These are the basic requirements, though individual student schedules vary, based on ability and background (approximately half of our senior class starts at Burke in the 9<sup>th</sup> grade). Because we do not build our entire class in the 9<sup>th</sup> grade, despite considerable admissions selectivity, we are often faced with divergent competencies and preparation on the part of our students – from reading and writing skills to widely differing mathematical understanding based on variably integrated curricula. We rely heavily on our small size to wrestle with these individual student challenges. Our average class size of twelve and our boarding school setting provide ample, favorable opportunities for tutorial or extra-help sessions and special attention. However, at times, we insist on additional, outside assistance (private tutors) and even require summer remedial work elsewhere, in certain circumstances. In the same vein, our small size also affords room for student enrichment, often beyond the bounds of our regular curriculum structure, based on student interests, abilities, and accelerated preparation. In addition, if the established curriculum sequence has been completed, motivated students can set up independent tutorials with teachers, contingent on the teacher’s load.

We work with two weekly class schedules, one for the fall and spring, and a different one during the winter ski season. We state quite clearly that we expect the “heavy lifting” in the academic program to occur during the fall and spring, when the typical class meets four days per week for fifty-minute periods and homework assignments anticipate an additional thirty to forty minutes of preparation per class per night. The winter schedule reduces the class meetings to three per week. The objective during the winter is to maintain continuity in the academic program, with realistic expectations.

Throughout the year, we try very hard to underscore the primacy of reading. Free reading periods, during which faculty advisors sit among their student advisees for forty minutes, are designed to encourage a quiet, contemplative time to learn and to begin to enjoy the pleasures of picking up and getting into a book that’s not required for a course. These reading periods meet several times per week in the fall and spring, and at least once a week during the winter. Also, each spring, we design a whole school summer reading selection and a reflective writing assignment that are due in the fall. In addition, there will be summer/August camp assignments in most classes to set up a platform form which to launch classes in the coming year.



## THE SCHOOL YEAR

We have a two- semester calendar, with year-long courses (except for Art). To earn credit in any given subject, students must successfully complete the course requirements for each term of instruction. We also have a Winter Term program for underclassman that runs for one semester, from mid-fall to mid-spring. The dates of the academic semesters for 2014-2015 are as follows:

1<sup>ST</sup> Semester: 08/16/14 – 01/09/15  
Winter Term: 12/01/14 – 03/27/15  
2<sup>nd</sup> Semester: 01/12/15 – 05/29/15

## GRADUATION REQUIREMENTS

Students must earn a total of **20 credits**, including:

- 4 credits: English
- 3 credits: Math
- 2 credits: Science
- 2 credits: Social Studies (including U.S. History)
- 2 credits: Foreign Language
- 4 credits: Art and/or Physical Education
- 3 credits: Academic Electives

## CURRICULUM MAP

The following chart lays out the standard flow of courses that a student takes at Burke. Prior coursework may necessitate modifications to this schedule.

### 9<sup>th</sup> Grade:

World Literature  
Math (Algebra 1 or 2)  
World History  
French  
Earth Science (1/2 credit)  
Art (1/2 credit)

### 11<sup>th</sup> Grade:

English  
Math (Geometry or Pre-Calculus)  
U.S. History  
Chemistry  
French

\*Sophomore Elective

### 10<sup>th</sup> Grade:

English  
Math (Algebra 2 or Geometry)  
Biology  
French  
U.S. Government and Economics\*  
Art (1/2 credit)

### 12<sup>th</sup> Grade:

English  
Math (Pre-Calculus or Calculus)  
Physics  
French  
Senior Elective or Art (1/2 credit)  
- Statistics, Computer Science, Current Events



Each entering student is placed into courses by the Director of Academics, after a thorough review of the student's previous coursework and transcript. Any departures from the standard curriculum, including acceleration and/or changes in course load, need to be discussed with the Director of Academics and may involve parents and home schools, as well as the student.

The Vermont State Department of Education requires that all students complete four years of English and one year of U.S. History. Most colleges to which Burke students apply require at least three years of foreign language study, with the more selective schools recommending four years.

### **MISSING CLASSES**

It is the responsibility of every student to clear all ski race travel with the teaching faculty. Students must communicate with their teachers well before anticipated trips, in order to receive homework assignments and to get other details about what they will be missing in class. Students are encouraged to work ahead with their academic assignments. If that is not possible, then they must get caught up with missing work within the reasonable amount of time set by each teacher – or, if necessary, to meet deadlines established by the Director of Academics.

BMA no longer schedules college trips. We encourage students and parents to plan such trips during the summer or during the October break.

### **CAMPUS QUIET HOURS**

Burke students have ample opportunity in the evening to study independently, to prepare homework assignments, and to learn to manage their time effectively. It is important that we foster an atmosphere during Quiet Hours (7 pm–9 pm most days; 7:30 pm–9:30 pm when there is dorm clean) in which our students can work productively, at their own individual paces, without interruptions. To accomplish these goals, we have developed and articulated an understanding of what we call “Quiet Hours.”

Our expectation during Quiet Hours is that all areas of campus are quiet so that students can choose a productive place to study whether that is in their dorm room, a classroom, the library, student center, etc. It is expected that even outdoor spaces are quiet so that if windows are open, someone studying inside will not be interrupted. The only music listening option available during these hours is through headphones. Group study and other special study situations should take into consideration the needs of others and vice versa.

### **STUDY HALL**

Study hall will be held Monday through Thursday night in the Frazier Library for all Winter Term 8<sup>th</sup> graders and all 9<sup>th</sup> graders from 7:30 to 8:30. The goal of this study hall is to support our younger learners and model the study habits necessary for future success. The on-duty staff member will supervise this study hall.



## **ACADEMIC HONESTY**

The Burke community is as strong as all of us working together; and it is as weak as the one person who defies right in favor of wrong. Our Honor Code articulates the premises by which we choose to live here. One of the most central of these premises is academic honesty.

We try hard to develop and encourage a sense of and commitment to intellectual curiosity at Burke. It depends on independence of thought as well as research. More deeply, this sense of inquiry rests on the foundation of recognizing the difference between this independence of thought and outside research. Teachers at Burke do not expect their students to break new ground in quantum mechanics or to revise current theories on the causes of the French Revolution. Our students are here to learn how to learn, and teachers are here to guide them in these efforts.

Given the stresses and strains of homework assignments, travel, race competition, and everything else that goes into the mix of Burke life, the temptation to cut corners academically or otherwise will always be present. We take this ethical crossroad most seriously. Plagiarism – or, for that matter, ANY attempt by a Burke student to portray someone else’s work as his or her own – is simply not tolerated. It is a clear violation of the Honor Code and subjects the offender to our gravest disciplinary measures, including expulsion. Offenses may be as sloppy as the failure to document sources properly in a paper they may be more malevolent. However, there are no excuses. Academic honesty is a pillar of Burke’s foundation.

## **ONLINE COURSE WORK**

Students may elect to take one online course per year with the approval of the Director of Academics. Students should consult with the Director of Academics before they sign-up for any online offering to ensure that it meets both BMA and NCAA regulations. In addition, students may not replace an existing BMA course with an online offering.



## ENGLISH

### Winter Term (8<sup>th</sup> Grade): English

Lauren Struck  
lstruck@burkemtnacademy.org

#### Course Description:

Students in this course will learn to engage a variety of texts while developing close reading techniques. Books will come alive through personal inquiry, close observation, critical analysis, and creative interpretation and expression. Students will be asked to connect their personal experiences in daily group discussion and through written reflection. While reading, students will build a vocabulary arsenal as well as explore grammatical rules and techniques. Weekly themes will focus on elements of grammar, mechanics and usage of English, critical reading skills, and effective writing techniques. English students will learn the importance of close observation, idea development, precise word choice, and thesis formulation. Frequent writing, both formal and informal, will be utilized in order to develop the confidence and creativity required to say what one means, and mean what one says.

**Texts:** TBA

### English 9: World Literature

Dave Chamberlain  
dchamberlain@burkemtnacademy.org

#### Course Description:

This full year course is survey of world literature beginning with the first written accounts of the human experience carved on clay tablets in Mesopotamia and culminating with works which explore the wrenching horrors of the twentieth century, including colonization and the Holocaust. The course will truly be global in its outlook and orientation. While we will, of course, examine the foundational texts of Western literature, we will also consider the human experience from the perspectives of Asian, African, and Arabic voices. The course is intended to closely parallel the content we will be studying in World History and should serve to deepen and enrich students' understanding of the course of global history. In addition to developing an appreciation of world literature, students will also sharpen their vocabularies through the use of the Princeton Review's *Word Smart* program. Formal assessments will include biweekly vocabulary quizzes, two comprehensive vocabulary exams, several projects, and frequent short analytical papers.

**Texts:**

*Word Smart*  
*The Epic of Gilgamesh*—Penguin classic edition  
*The Odyssey*—translated by Robert Fagles  
*Siddhartha*—Hermann Hesse



*Things Fall Apart*—Chinua Achebe  
*Johnny Got His Gun*—Dalton Trumbo  
*Night*—Elie Wiesel

### **English 10: Introduction to Writing**

Brandon Mazur  
bmazur@burkemtnacademy.org

#### **Course Description:**

Welcome to the 10th grade! You are now beginning a course designed to equip you with the strategies to become a masterful writer. We will learn and practice these rhetorical strategies as well as read and analyze them in published writing. The books, articles, and essays selected for the course will be on contemporary issues. Burke Mountain Academy values students' ability to effectively voice their opinions on what's happening in the communities around them. But this is a tradition valued not just by BMA and the humanities: it goes all the way back to the Athenian democracy our country is based upon. The obligation of all citizens is to be able to stand up and say what they think. In this way this course isn't just about writing it's about engaging big ideas.

#### **Texts:**

Jon Krakauer *Into the Wild*  
Jon Krakauer "How Chris McCandless Died" *The New Yorker*  
Craig Medred "Krakauer goes further 'Into the Wild' over McCandless starving to death in Alaska" *Alaska Dispatch News*  
John Krakauer "Jon Krakauer responds: What killed Chris McCandless?" Alaska" *Alaska Dispatch News*  
Po Bronson and Ashley Merryman "The Creativity Crisis" *Newsweek*  
Reed Albergotti "Furor Erupts Over Facebook's Experiment on Users" *The Wall Street Journal*  
Robert Klitzman "Did Facebook's experiment violate ethics?" CNN

Biography to be selected by the class

### **English 11: American Literature**

Brandon Mazur  
bmazur@burkemtnacademy.org

#### **Course Description:**

This course in American Literature is arranged both chronologically and by literary movement and concentrates on diverse traditions and voices, changing literary values and trends, and varied genres. We will examine the origins and trajectories of American literature in its cultural, historical, social and philosophical contexts as it evolves from colonial into modern and contemporary times and consider the issues of national identity, class, gender,



and race. We will improve analytical and critical thinking and writing skills through reflective close readings, discussions, and in-class writing, continually seeking to make connections between texts and connections with our culture. The order in which we read is carefully chosen to provide opportunities to both build bridges across texts and invite comparisons between them.

**Texts:**

*The Crucible* by Arthur Miller  
*The Adventures of Huckleberry Finn* (Norton Critical)  
*Ethan Frome* by Edith Wharton  
*The Great Gatsby* by F. Scott Fitzgerald  
*The Sun Also Rises* by Ernest Hemingway

**English 12: Famous Literary Journeys**

Brandon Mazur  
bmazur@burkemtnacademy.org

Course Description:

This is a special topics survey course where we will spend the academic year deeply exploring one theme. For 201314 that theme is famous literary journeys. The value of spending all that time reading and discussing one topic is that we come to understand it at a more nuanced level and can recognize its many variations in our culture's productions: books, films, television...

We will be both discussing as a group and writing about our course's texts. Our goal will always be to find connections across texts and connections with our culture.

**Texts:**

*On the Road* by Jack Kerouac  
*Rabbit, Run* by John Updike  
*Life of Pi* by Yann Martel  
*The Alchemist* by Paulo Coelho  
*The Trial* by Franz Kafka  
*The Stranger* by Albert Camus  
*Slaughterhouse V* by Kurt Vonnegut  
*A Wild Sheep Chase* by Haruki Murakami  
*Housekeeping* by Marilynne Robinson  
*The Old Man and the Sea* by Ernest Hemingway



## SOCIAL STUDIES

### Winter Term (8<sup>th</sup> Grade): United States History

Jon Rice  
jrice@burkemtnacademy.org

#### Course Description:

This winter term course is intended to challenge students to wrestle with the complex history of the United States and its' growing influence on the Americas and eventually the world. This course will be organized by a central question in United States History and will allow students to explore one theme through a chronological exploration of United States History. Through a variety of primary and secondary reading, writing assignments, a research project, and document based questions; students will explore the many dimensions of our shared history. A strong emphasis will be placed on building a student's ability to understand cause and effect relationships, interpretation of historical evidence, critical reading of historical texts, identification of major historical eras, the importance of culture, analytical and narrative writing as it relates to the study of history, and the changing societal roles of members of American society.

**Texts:** TBA

### 9<sup>th</sup> Grade: World History

Dave Chamberlain  
dchamberlain@burkemtnacademy.org

#### Course Description:

This full year course is a comprehensive survey intended to expose students to the major themes and events of World History. The course will be organized chronologically, beginning with the pre-historical period and closing with the calamity of World War II and the advent of the Cold War. Formal assessments will include unit tests, quizzes, short analytical essays, and projects. While much of the course will be devoted to familiarizing students with the significant concepts, figures, and events of global history, emphasize will also be placed on the development of effective writing skills, primary source analysis, and the ability to participate meaningfully in class discussions. Throughout the course, I will emphasize that history is a practical or useable discipline. Rather than focusing on a litany of names and dates, I will attempt to show that history is a way of seeing the world that has the potential to inform and contextual our understanding of the present. In order to give such a broad topic intellectual unity and coherence, the course will be organized around the four central themes outlined below.

#### Yearlong Themes:

- Interaction Between Humans and the Environment
- Cultural and Intellectual Developments
- Economic Transformations



- Social and Political Organization

**Texts:**

*World History: Connections for Today*—Prentice Hall  
*The World's Religions*—Huston Smith

**10th Grade: Government and Economics**

Dave Chamberlain  
dchamberlain@burkemtnacademy.org

Course Description:

This full year course is an intensive survey of American government, politics, and economics. Particular attention will be paid to the structure of American constitutionalism, the historical evolution of the American party system, the influence of the interest group system and the media on American political culture, and the interplay between economics and politics in the United States. Perhaps more importantly—in this era of political polarization—this course will attempt to foster civil discussion of contentious topics and the awareness that the complex problems facing the United States cannot be solved without difficult compromises. Formal assessments will include unit tests, quizzes, short analytical essays, projects, and debates. Moreover, all students are expected to keep abreast of current events so that our class discussions will be relevant and meaningful.

**Texts:**

*America's New Democracy*—Morris Fiorina  
*The Economic Naturalist*—Robert Frank  
*Nicked and Dimed*—Barbara Ehrenreich  
*Scratch Beginnings: Me, \$25, and the Search for the American Dream*—Adam Shepard

**11<sup>th</sup> Grade: United States History**

Jon Rice  
jrice@burkemtnacademy.org

Course Description:

This full year course is a comprehensive survey intended to challenge students to wrestle with the complex history of the United States and its' growing influence on the Americas and eventually the world. The course will be organized chronologically, beginning with a brief overview of the initial encounters between Europeans and native peoples and closing with the challenges facing the United States in the 21<sup>st</sup> Century. Through a variety of primary and secondary reading, writing assignments, research projects, and document based questions; students will explore the many dimensions of our shared history. A strong emphasis will be placed on the student's ability to understand cause and effect relationships, interpretation of historical evidence, critical reading of historical texts, identification of major historical eras,



the importance of culture, analytical and narrative writing as it relates to the study of history, and the changing societal roles of members of American society.

### **Texts:**

- Boyer, Paul. *American History: A Very Short Introduction*. Oxford: Oxford University Press, 2012.
- Ellis, Joseph. *Revolutionary Summer: The Birth of the American Independence*. New York: Vintage Books, 2013.
- Frederick, Douglass. *Narrative of the Life of Frederick Douglass: An American Slave*. Edited by David Blight. 2nd ed. Boston: Bedford/St. Martin, n.d.
- Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New: Harper Perennial, 2009.
- Loewen, James. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. 2nd ed. New York: Simon & Schuster, 2007.
- Paterson, James. *Restless Giant: The United States from Watergate to Bush V. Gore*. Oxford: Oxford University Press, 2005.

### **Selected Primary and Secondary Texts:**

- Foner, Eric, ed. *Voices of Freedom: A Document History*. Fourth. Vol. 1 & 2. New York: W.W. Norton and Compnay, 2014.
- *Major Problems in...Essay and Document Series*. Lexington, MA: D.C. Heath and Company, 1990s.
- Marius, Richard, and Melvin Page. *A Short Guide to Writing History*. Ninth. Boston: Pearson, 2015.
- Schweikart, Larry, and Michael Allen. *A Patriot's History of the United States: From Columbus's Great Discovery to the War on Terror*. New: Sentinel, 2004.
- Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial, 2003.
- Other selected primary and secondary sources

### **12th Grade: Current Events**

Dave Chamberlain  
dchamberlain@burkemtnacademy.org

### **Course Description:**

One of the most common laments of Burke students is that they feel as though they are in a “bubble” and largely unaware of developments in the wider world beyond our small community. This class aims—pun intended—to burst your bubbles and help you understand the major problems and developments facing us both nationally and internationally. The course will be conducted in a seminar style and all students will be expected to engage meaningfully with the texts and share their perspectives consistently in class. Although the course will be organized around the six units outlined below, in order for the class to be on the cutting edge of current events we will also need to retain some flexibility. Thus, students will be expected to regularly read both *The New York Times* and *The Wall Street Journal*. Reading



these two influential papers will allow us to ensure that the course remains timely and relevant in the face of the unforeseen events that will undoubtedly occur over the year.

In addition to helping students understand the world around them, the course will also seek to empower students to formulate solutions to the many issues that confront us. For each unit, students will be required to craft policy proposals to deal with a major problem raised by our studies. Students will be required to make hard compromises with their peers in order to reach consensual solutions. Other assessments will include short analytical essays, formal debates, and quizzes.

### **Texts:**

*It's Even Worse Than It Looks*—Thomas Mann and Norm Orstein

*Overthrow*—Stephen Kinzer

*The Clash of Civilizations and the Remaking of World Order*—Samuel Huntington

*Why Kids Kill: Inside the Minds of School Shooters*—Peter Langman

*Tomatoland*—Barry Estabrook

*The Politics of the Earth*—John Dryzek

*The New Jim Crow*—Michelle Alexander

## **MATH**

### **Winter Term (8<sup>th</sup> Grade): Pre-Algebra**

Lindley van der Linde

lvanderlinde@burkemtnacademy.org

#### Course Description:

TBA – based on the needs of our Winter Term students

### **Algebra 1**

Vivian Buckley

vbuckley@burkemtnacademy.org

#### Course Description:

Students in Algebra 1 develop a foundation of knowledge and skills that will support all further study of mathematics in high school and beyond. The topics of Algebra 1 focus on fundamentals such as properties of numbers, expressions, equations and functions. Emphasis is placed on a deep understanding of the properties and behavior of linear and quadratic equations and functions. This knowledge is later applied to others in the family of functions such as polynomial, rational and exponential functions. In particular students learn to represent functions in multiple ways in written descriptions, equations, tables and graphs. Students also explore ways to summarize and analyze data. They communicate mathematically by using appropriate symbolic notation.



**Text:** *Algebra 1*, Larson, Boswell, Kanold, Stiff, 2011, Holt McDougal.

## **Algebra 2**

Vivian Buckley  
vbuckley@burkemtnacademy.org

### **Course Description:**

Students in Algebra 2 hone fundamental skills, improve conceptual understanding and work to make connections. The topics of Algebra 2 include basic algebraic skills and the study of the family of functions. Students continue to practice properties of numbers, exponents, radicals, factoring, and working with equations and inequalities. They apply these skills to investigate functions and their graphs including linear, absolute value, quadratic, radical, exponential, logarithmic, and rational functions. Students develop their ability to read and connect text, data, tables, and graphs. They communicate mathematically by using appropriate symbolic notation. All students should leave this course with a working knowledge of their graphing calculator in order to better make connections and solve problems efficiently.

**Text:** *Algebra 2*, Larson, Boswell, Kanold, Stiff, 2011, Holt McDougal. Chapters 1-8.

## **Geometry**

Vivian Buckley  
vbuckley@burkemtnacademy.org

### **Course Description:**

Geometry pursues a deeper understanding of plane and solid geometric figures while further developing the ability to reason and communicate mathematically. Students develop problem solving skills while investigating topics such as congruence and similarity, length, perimeter and area. Constructions allow students to interpret vocabulary into symbolic notation. In addition, concepts of algebra are interwoven including the relationship between parallel and perpendicular lines, the study of coordinate geometry, equations of circles, and data analysis. Formal proof is investigated via the rules of logic emphasizing the progression from postulates and definitions to theorems.

**Text:** *Geometry*, Larson, Boswell, Kanold, Stiff, 2011, Holt McDougal.



## PreCalculus

David Iverson  
diverson@burkemtnacademy.org

### Course Description:

**Chapter 9:** Quadratic Relations and Conic Sections: Distance and Midpoint Formulas, Circles, Parabolas, Ellipses, Hyperbolas, Translate and Classify Conic Sections, Solving Quadratic Systems.

**Chapter 13:** Trigonometric Ratios and Functions: Trigonometry with Right Triangles, General Angles and Radian Measure, Trigonometric Functions of Any Angle, Inverse Trigonometric Functions, Law of Sines, Law of Cosines.

**Chapter 14:** Trigonometric Graphs, Identities and Equations: Graphing Sine, Cosine and Tangent Functions, Translate and Reflect Trigonometric Graphs, Verify Trigonometric Identities, Solve Trigonometric Equations, Sum and Difference Formulas, Double and Half-Angle Formulas.

**Chapter 10:** Counting Principle and Permutations, Combinations and the Binomial Theorem, Probability, Probabilities of Disjoint and Overlapping Events, Probabilities of Independent and Dependent Events, Construct and Interpret Binomial Distributions.

**Chapter 12:** Sequences and Series, Arithmetic Sequences and Series, Geometric Sequences and Series, Sums of Infinite Geometric Series, Recursive Rules with Sequences and Functions.

**Chapter 11:** Median, Mode and Quartiles, Mean, Standard Deviation, Normal Distributions, Correlations, Central Tendency and Dispersion, Transformations to Data, Drawing Conclusions from Samples, Best Model for Two-Variable Data.

**Brief Introductions to:** Categories of numbers, Graphing imaginary numbers, Euler's Formula, Taylor Series, Vector and Scalar Product of Vectors, Matrix operations, Connecting graphs with their equations, and Calculus.

**Writing Assignment:** The class produced a piece of technical writing which explained a problem that they had solved in class.

**Text:** Algebra 2, Larson, et. al. Holt McDougal, ISBN 9780547315263

## Calculus

David Iverson  
diverson@burkemtnacademy.org

### Course Description:

This course is designed as a survey and overview of Calculus. Emphasis is on introducing all of the concepts presented in this college level textbook. Students completing this course should expect to go deeper into these topics in college. Instead of looking to obviate the need for students to take Calculus 1 in college, this course aims to prepare students for eventual mastery of the subject after additional coursework.



**Chapter 1:** Functions and change; Exponential functions; New functions from old; Logarithmic functions; Powers, polynomials and rational functions.

**Chapter 2:** The Derivative: How do we measure speed?; Derivative at a point; Derivative of a function; Interpretations of the derivative; Second derivative.

**Chapter 3:** Differentiation: Powers and polynomials; Exponential function; Product and quotient rules; Chain rule; Trigonometric functions; Inverse functions; Implicit functions.

**Chapter 4:** Using first and second derivatives; Optimization; Families of functions; Geometry and modeling; Marginality; Related rates.

**Chapter 5:** Definite Integral: How do we measure distance traveled?; Definite integrals; Fundamental theorem of calculus; Theorems about definite integrals.

**Chapter 6:** Constructing antiderivatives graphically, numerically and analytically. Introduction to differential equations. Fundamental theorem of Calculus. Equations of Motion.

**Chapter 7:** Integration by substitution, integration by parts. Internet based definite and indefinite integral calculators, numerical integration on calculator and spreadsheet. Algebraic identities and trigonometric substitution. Improper integrals.

**Chapter 8:** Using the definite integral to find curve length, surfaces of revolution, volumes of revolution. Disk method, shell method, etc.

**Chapter 11:** Differential equations. Slope fields. Euler's method using a spreadsheet. Separation of variables. Growth and decay. Linear second order differential equations.

**Writing Assignment:** Students created a ten page piece of technical writing that combined text, tables, equations, diagrams, pictures and graphs into one document. The task was to explain the discharge of a capacitor using the equations of physics and the mathematics of differential equations.

**Text:** Calculus Single Variable, Hughes-Hallett, et. al. Wiley, ISBN 9780470131596

## Statistics

Vivian Buckley  
 vbuckley@burkemtnacademy.org

### Course Description:

Students in statistics learn to explore, summarize, and display categorical and quantitative data. They investigate relationships between variables including association and correlation through linear regression. Students study methods for gathering data, and the issues associated with surveys and experiments. They use probability to understand random behavior. Finally, students learn to make inferences about populations by looking at samples from those populations, including proportions, means, and counts. Students will use both graphing calculators and computer software to practice modern statistical methods including simulations and analysis. The intent of this course is to prepare students to critically and intelligently manage the qualitative information that is so prevalent, and to prepare students for the further study of statistics in pure form or in the pursuit of other subject areas that utilize statistics.

**Text:** *Stats Modeling the World*, Bock, Velleman, DeVeaux, 3rd Edition, Addison Wesley



## Science

### Winter Term (8<sup>th</sup> Grade): Science

Lindley van der Linde  
lvanderlinde@burkemtnacademy.org

#### Course Description:

This course concentrates on the chemistry, flow, storage and use of freshwater on earth. Through case studies, the fundamental environmental conflicts that result from human intervention in the hydrologic process will be discussed and debated. Lectures, hand-on lab periods, a research project and power point presentation will be used to introduce topics such as dams and flooding, water pollution, water born disease, and depletion of a non-renewable resource.

**Texts:** (1) Dynamic Earth 8<sup>th</sup> Edition by Skinner, Porter and Park. Wiley, 2007. (2) Environment 6<sup>th</sup> Edition by Raven and Berg. Wiley, 2008.

### 9th Grade Earth Science

Lindley van der Linde  
lvanderlinde@burkemtnacademy.org

#### Course Description:

The first half of the course the emphasis will be on mountain systems (on land and beneath the oceans) as expressions of plate interactions. Specific topics include the rocks and structures of modern and ancient mountain belts, the patterns of global seismicity and volcanism, and changing configurations of continents, ocean basins through time and glaciation. During the second half we will study the causes and anticipated consequences of human alteration of climate and its impact on the spectrum of natural hazards and resources.

**Text:** “The Dynamic Earth” by Peter Wyllie

### Biology

Lindley van der Linde  
lvanderlinde@burkemtnacademy.org

#### Course Description:

This course will focus on all characteristics that make up life – from the microscopic to the macroscopic. We will cover topics including: Ecology, community structure and energy flow, cell structure, metabolism, respiration, and photosynthesis. In the second semester we will study Anatomy and Physiology, cell division, and patterns of inheritance including diseases, the immune system, and the theory of evolution and speciation.



**Text:** Concepts and Applications. Ed. Campbell et.al. Boston: Pearson Education, 2009.

## **Chemistry**

Lindley van der Linde  
lvanderlinde@burkemtnacademy.org

### **Course Description:**

Chemistry is the study of matter, and the changes it undergoes. In this course, we will cover topics including atomic structure, electron configurations, periodic trends, chemical bonding, molecular structure, chemical reactions and stoichiometry, states of matter, Gas laws, solutions, introductory thermodynamics, and acid-base reactions.

**Text:** Glencoe's Chemistry: Matter and Change (2008 edition).

## **Physics**

David Iverson  
diverson@burkemtnacademy.org

### **Course Description:**

This year, in Physics, we studied and learned to apply the basic equations of motion with constant acceleration. We started in one dimension and then moved to two. This led to the development of an understanding of vectors. From there we introduced the concepts of force, work and energy. The application of these principles to circular motion preceded a study of waves. The basic principles of sound and light followed. Optics, refraction and diffraction finished waves, and led into a study of electricity and magnetism. We finished the year by studying electric circuits.

Concepts and equations used earlier in the year routinely reappeared in our study of new material. Discussion and group problem solving were used in class much more than lecture. These discussions were further opportunities for students to distinguish themselves by displaying their problem solving skills and conceptual insights. Short labs and demonstrations in class frequently gave students opportunities for hands-on learning and allowed students to see the concepts in action.

**Text:** Holt Physics; Serway and Faughn; 2006; ISBN 0030735483



## Computer Science

David Iverson  
diverson@burkemtnacademy.org

### Course Description:

This is a student designed investigation of coding. Coding, in the context of computing, is the process of using standard languages to translate desired actions into written algorithms that can then be executed by the computer. Beyond simply learning to write in computer languages, students will develop in the areas of logic, algorithmic thinking, divergent thinking, convergent thinking and problem solving. Students will follow online coding resources such as Codecademy.org as well as develop their own independent projects. Students will most likely learn the basics of coding in Python, Java and HTML as well as learn how to use logic statements within spreadsheets. The actual content of the course will be determined by the students over the course of the year. The focus is on creating a dynamic, student-centered, inquiry-based learning opportunity that is in keeping with the earliest BMA traditions as well as present day frontiers in education.

## French

### French 1

Benjamin Clarke  
bclarke@burkemtnacademy.org

### Course Description:

*There is a natural way of learning languages. When teachers understand and follow the way of nature, students learn more and enjoy learning more.*

The initial objectives of this course feature a strong orientation to the language learning process and experience. We begin by cultivating an understanding of the learning styles and interests of class members and by establishing a strong spirit of teamwork. We then focus on establishing an understanding of the natural language learning process and how to apply this knowledge to language learning by design in the classroom and extended school community. Throughout this process we prioritize the creation of positive associations around learning in general and French in particular. We create learning contracts and individualized learning plans to assure the success of all students in the development of functional fluencies in French and enjoyment of the process. We increase self-awareness, community connection and regular revision of learned language patterns through the ongoing reflection of learning progress narratives (*les narratives du progrès*).

In our initial explorations and on an ongoing basis we adhere to the following principles of the natural approach to language acquisition:

- Understanding and demonstration of understanding through action and simple speech comes before extensive verbal production is demanded.
- Fluent verbal production is encouraged before total accuracy is expected.



-Our curriculum focuses on vocabulary and language patterns that students can be expected to use in their daily lives and therefore to practice and retain long term.

Our approach to learning will be task and project based and will include content relevant to student interests, the intellectual character competencies of Burke Mountain Academy and general athletic development. There will a strong emphasis on communicative activities with partners and teams both in person and via digital technology. The approach will also feature a blend of human interaction and interaction with books, audio and visual media and language learning software programs.

The structural foci of the course will be on the fluent mastery, in the indicative mode, of the most common and useful verbs in the present and *futur proche* tenses. Basic recognition of the past indicative tenses will also be expected along with some production relating to high frequency conversations. The conditional mode will also be explored, largely in its relation to politeness in expression.

The functional foci of the course will be on greetings, introductions, high-frequency daily communications, communications in the classroom, functions relating to travel in francophone countries, descriptions of self and family, descriptions of daily routines, expressions of emotion and preference, conversations relating to skiing and skiing competitions and other high-frequency scripts relating to daily life at Burke Mountain Academy.

### **Texts:**

Kendris, Christopher and Kendris, Theodore. *French Now!* Barron's Educational Series, 2013.

Kendris, Christopher and Kendris, Theodore. *501 French Verbs.* Barron's Educational Series, 2003.

Other Selected Primary and Secondary Texts will be posted on Edmodo and the Instructor's Website: [pandaenglish.com](http://pandaenglish.com)

### **French 2**

Benjamin Clarke  
[bclarke@burkemtnacademy.org](mailto:bclarke@burkemtnacademy.org)

### **Course Description:**

*There is a natural way of learning languages. When teachers understand and follow the way of nature, students learn more and enjoy learning more.*

The initial objectives of this course feature a strong orientation to the language learning process and experience. We begin by cultivating an understanding of the learning styles and interests of class members and by establishing a strong spirit of teamwork. We then focus on establishing an understanding of the natural language learning process and how to apply this knowledge to language learning by design in the classroom and extended school community. Throughout this process we prioritize the creation of positive associations



around learning in general and French in particular. We create learning contracts and individualized learning plans to assure the success of all students in the development of functional fluencies in French and enjoyment of the process. We increase self-awareness, community connection and regular revision of learned language patterns through the ongoing reflection of learning progress narratives (*les narratives du progrès*).

In our initial explorations and on an ongoing basis we adhere to the following principles of the natural approach to language acquisition:

- Understanding and demonstration of understanding through action and simple speech comes before extensive verbal production is demanded.
- Fluent verbal production is encouraged before total accuracy is expected.
- Our curriculum focuses on vocabulary and language patterns that students can be expected to use in their daily lives and therefore to practice and retain long term.

Our approach to learning will be task and project based and will include content relevant to student interests, the intellectual character competencies of Burke Mountain Academy and general athletic development. There will a strong emphasis on communicative activities with partners and teams both in person and via digital technology. The approach will also feature a blend of human interaction and interaction with books, audio and visual media and language learning software programs.

The structural foci of the course will be on the fluent mastery, in the indicative mode, of the most common and useful verbs in the *passé composé* and *imparfait* tenses. Basic recognition of the future simple tense will also be expected along with some production relating to high frequency conversations. The conditional mode will also be explored, largely in its relation to politeness in expression, but with some reference to its use in making counterfactual statements.

The functional foci of the course will be on greetings, introductions, high-frequency daily communications, communications in the classroom, functions relating to travel in francophone countries, descriptions of past events in a narrative form, descriptions of future plans and dreams, expressions of agreement, disagreement and partial agreement, conversations relating to skiing and skiing competitions and other high-frequency scripts relating to daily life at Burke Mountain Academy.

### **Texts:**

Kendris, Christopher and Kendris, Theodore. *French Now!* Barron's Educational Series, 2013.

Kendris, Christopher and Kendris, Theodore. *501 French Verbs*. Barron's Educational Series, 2003.

Other Selected Primary and Secondary Texts will be posted on Edmodo and the Instructor's Website: [pandaenglish.com](http://pandaenglish.com)



## **French 3**

Benjamin Clarke

bclarke@burkemtnacademy.org

### Course Description:

*There is a natural way of learning languages. When teachers understand and follow the way of nature, students learn more and enjoy learning more.*

The initial objectives of this course feature a strong orientation to the language learning process and experience. We begin by cultivating an understanding of the learning styles and interests of class members and by establishing a strong spirit of teamwork. We then focus on establishing an understanding of the natural language learning process and how to apply this knowledge to language learning by design in the classroom and extended school community. Throughout this process we prioritize the creation of positive associations around learning in general and French in particular. We create learning contracts and individualized learning plans to assure the success of all students in the development of functional fluencies in French and enjoyment of the process. We increase self-awareness, community connection and regular revision of learned language patterns through the ongoing reflection of learning progress narratives (*les narratives du progrès*).

In our initial explorations and on an ongoing basis we adhere to the following principles of the natural approach to language acquisition:

- Understanding and demonstration of understanding through action and simple speech comes before extensive verbal production is demanded.
- Fluent verbal production is encouraged before total accuracy is expected.
- Our curriculum focuses on vocabulary and language patterns that students can be expected to use in their daily lives and therefore to practice and retain long term.

Our approach to learning will be task and project based and will include content relevant to student interests, the intellectual character competencies of Burke Mountain Academy and general athletic development. There will a strong emphasis on communicative activities with partners and teams both in person and via digital technology. The approach will also feature a blend of human interaction and interaction with books, audio and visual media and language learning software programs.

The structural foci of the course will be on the fluent mastery of the most common and useful verbs in the simple future tense of the indicative mode and of the conditional mode in the present tense. The present of the subjunctive will also be introduced for both recognition and rudimentary production. The *passé simple de l'indicatif* will be explored to the point where students can recognize the forms of the verbs *avoir and être* in readings. A general review of all indicative tenses will also help students to enhance their fluent verbal and written production of these forms.

The functional foci of the course will be on common personal, academic and professional communications in written form, high-frequency daily communications, communications with pen pals and other correspondents, descriptions of future plans and dreams, discussions of a



hypothetical and counterfactual nature, expressions of necessity, volition, emotion and doubt, conversations relating to skiing and skiing competitions and other high-frequency scripts relating to daily life at Burke Mountain Academy.

### **Texts:**

Valdman, Albert et al. *Chez Nous: Branché Sur le Monde Francophone, 3rd edition.* Pearson-Prentice Hall, 2006.

Valdman, Albert et al. *Student Activities Manual to Accompany Chez Nous 3rd edition.* Pearson-Prentice Hall, 2006.

Other Selected Primary and Secondary Texts will be posted on Edmodo and the Instructor's Website: pandaenglish.com

### **French 4/5**

Benjamin Clarke

bclarke@burkemtnacademy.org

### **Course Description:**

*There is a natural way of learning languages. When teachers understand and follow the way of nature, students learn more and enjoy learning more.*

The initial objectives of this course feature a strong orientation to the language learning process and experience. We begin by cultivating an understanding of the learning styles and interests of class members and by establishing a strong spirit of teamwork. We then focus on establishing an understanding of the natural language learning process and how to apply this knowledge to language learning by design in the classroom and extended school community. Throughout this process we prioritize the creation of positive associations around learning in general and French in particular. We create learning contracts and individualized learning plans to assure the success of all students in the development of functional fluencies in French and enjoyment of the process. We increase self-awareness, community connection and regular revision of learned language patterns through the ongoing reflection of learning progress narratives (*les narratives du progrès*).

In our initial explorations and on an ongoing basis we adhere to the following principles of the natural approach to language acquisition:

- Understanding and demonstration of understanding through action and simple speech comes before extensive verbal production is demanded.
- Fluent verbal production is encouraged before total accuracy is expected.
- Our curriculum focuses on vocabulary and language patterns that students can be expected to use in their daily lives and therefore to practice and retain long term.

Our approach to learning will be task and project based and will include content relevant to student interests, the intellectual character competencies of Burke Mountain Academy and general athletic development. There will a strong emphasis on communicative activities with partners and teams both in person and via digital technology. The approach will also feature a



blend of human interaction and interaction with books, audio and visual media and language learning software programs.

The structural foci of the course will be on the fluent mastery of the most common and useful verbs in the subjunctive mode. The *passé simple de l'indicatif* will also continue to be explored to the point where students can produce the forms of the verbs *avoir and être*. A general review of all indicative and some conditional tenses will also help students to hone their fluent verbal and written production of these forms.

The functional foci of the course will be on common personal, academic and professional communications in written form, high-frequency daily communications, communications with pen pals and other correspondents, functions relating to travel in francophone countries, descriptions of past events in a narrative form, descriptions of future plans and dreams, discussions of a hypothetical and counterfactual nature, conversations relating to skiing and skiing competitions and other high-frequency scripts relating to daily life at Burke Mountain Academy.

### **Texts:**

Valdman, Albert et al. *Chez Nous: Branché Sur le Monde Francophone, 3rd edition*. Pearson-Prentice Hall, 2006.

Valdman, Albert et al. *Student Activities Manual to Accompany Chez Nous 3rd edition*. Pearson-Prentice Hall, 2006.

Other Selected Primary and Secondary Texts will be posted on Edmodo and the Instructor's Website: [pandaenglish.com](http://pandaenglish.com)

### **Art**

Francesca De Lorme  
[fdelorme@burkemtnacademy.org](mailto:fdelorme@burkemtnacademy.org)

The goal of the BMA Art Department is to provide the exposure, tools, skills, and inspiration for each student to embark on an exploration of the visual language as both a uniquely individual, and a collectively human, experience. Students are introduced to art across cultures, in various media and over different historical periods. They are given assignments to help develop and strengthen their technical skills and artistic repertoires while being challenged to experiment with new materials, try new techniques, and take risks on their artistic journey. While the value of completed works is recognized and appreciated, the emphasis is equally focused on the process of doing and learning as on the final product. There are no textbooks, rather students have access to the books in the Art Department library and draw heavily on the world of art related content available via the internet, including images, information, and instructional videos. Due to winter racing schedules, Art classes meet only during the Fall and Spring terms.



## Art I

### Course Description:

Through assignments, peer review and guided study, students explore and practice a variety of concepts, techniques and media to build their individual skill sets and their artistic repertoires. In addition, they are exposed to various art styles, individual artists and art history through classroom lecture, individual research and peer presentations. Students engage in discussions and self-critiques as well as write formal Artist Piece Statements for each of their assigned projects. While there is some flexibility built into the BMA Art Program in order to accommodate changing student needs and schedules, Art 1 generally covers: *the elements of art and principles of design; point of view and format; 1 and 2 point perspectives; compositional styles; focal point techniques; representational and non-representational art; and color theory*. By the application of these lesson topics to specific hands-on projects, including: *personal logo design; city scene creation in 2 point perspective; still life composition; non-representational abstract with focal point; creation of a color wheel and facial contours study using various prescribed color schemes, all of which culminate in a self-portrait as the final project*. Throughout the year, students use sketchbooks to help them keep track of new ideas and images, record notes from art class and serve as a “creative journal”.

## Art 2

### Course Description:

Using the same or similar format and construct as in Art 1, students continue their artistic learning journey by building on skills and lessons learned in Art 1. While there is some flexibility built into the BMA Art Program in order to accommodate changing student needs and schedules, Art 2 generally covers: *3 point perspective; “Zero point” perspective; 3-dimensional art, graphic design and digital art; and a study of the various “masters” and their works*. By the application of these lesson topics to specific projects, including: *creation of a city scene creation in 3 point perspective; landscape demonstrating techniques of “zero point” perspective; “found object” assemblage or clay creation in 3 dimensions; design of public service announcement posters using the computer and digital imaging software; and culminating in the final project; creation of a “Great Fake” in which students choose and study a master and well known piece of art that they then recreate so that it is recognizable as being close to the original while also bringing something individual to the work that clearly demonstrates it is uniquely the student’s own*. Throughout the year, students will use sketchbooks to help them keep track of new ideas and images, record notes from art class and serve as a “creative journal”.

## Advanced Art

### Course Description:

Students who complete Art 1 and Art 2, or who demonstrate they possess adequate skills and knowledge to fulfill the requirements, may be take Advanced Art. This course combines teacher directed lessons with student driven independent study projects, the goal of which are to allow students to improve specific artistic techniques and/or engage in in depth studies of



specific artists and/or specific subjects and/or specific styles and/or specific media. Together the students and teacher develop a study plan appropriate to each individual student and their goals. The course culminates with a student curated “gallery” showing and a formal presentation of their work, along with their experiences and reflections on the process of creating it, to the BMA community.

