

**Big Picture South Burlington  
Learning Plan Worksheet**

**Advisor:**  
**Term/Year:**  
**Student(s):**

**Essential Question or Desired Result:** What do you want to know, understand or be able to do? This could be written as a goal or a question.

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**Rationale:** Why do you want to understand or be able to do this? How does it connect to your interest, passion or future goals?

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**Assessment:** How will you know and show that you have met your goal?

<b>Evidence/Artifacts:</b> What will you produce to demonstrate what you have learned? (What will you show at your exhibition?)	<b>Evaluation of Quality</b> How will you know the level of quality of your work?

**Process:** How will you go about answering this question or learning about this new skill or idea?

<b>Experiential:</b> What will you do to learn this or answer this question?	<b>Referential:</b> What other sources will you look at to help you learn this or answer this question? (mentors, websites, books, etc.--please be specific)

**Graduation Requirements:** How will this meet one or more of the graduation requirements?

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# BIG PICTURE

## SOUTH BURLINGTON

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The New England Secondary  
School Consortium

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South Burlington

High School

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South Burlington

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## Big Picture South Burlington Graduation Requirements / SAMPLE

Status	Power Standards for Five Domains
In Progress	<p><b><u>Apprenticing</u></b>  <i>Enduring Understanding:</i> Students will understand that active and sustained engagement with experts in fields of work and study provides opportunities for multi-faceted learning and growth.  <i>Assessment:</i></p>
√	<p><b><u>Communication</u></b>  <i>Enduring Understanding:</i> Students will understand that thoughtful communication requires an evaluation and clear articulation of perspectives, ideas, and values.  <i>Assessment:</i> Major Research Thesis Paper</p>
√	<p><b><u>Personal Development</u></b>  <i>Enduring Understanding:</i> Students will understand that personal growth requires an honest assessment of strengths and weaknesses, and a disciplined path towards improvement.  <i>Assessment:</i> Gateway Portfolio and Exhibition</p>
In Progress	<p><b><u>Civic and Social Responsibility</u></b>  <i>Enduring Understanding:</i> Students will understand that they are capable of and responsible for addressing complex real-world problems that matter to them and their community.  <i>Assessment:</i> Senior Thesis Project</p>
In Progress	<p><b><u>Reasoning and Problem-Solving</u></b>  <i>Enduring Understanding:</i> Students will understand that examining a complex world requires each of us to challenge assumptions, gather evidence, and consider multiple perspectives.  <i>Assessment:</i> Independent Scientific Experiment and Scientific Journal Paper</p>

**Proficiency Based Graduation Requirements – SAMPLE (page 2)**

Domain	Distribution Requirements	Required Projects/Experiences
AP	<input type="checkbox"/> Science, Mathematics, & Technology: Design & Technology: Designing Solutions	<input type="checkbox"/> Successful completion of two significant* internship experiences annually, at least one of which is an independent internship * "Significant" means at least 11 weeks or 120 hours
CO	<ul style="list-style-type: none"> <li>✓ Arts Language &amp; Literature: Critical Response: Point of View (English, 9<sup>th</sup> grade)</li> <li><input type="checkbox"/> Arts, Language, &amp; Literature: Critical Response: Audience Response</li> <li>✓ Arts, Language, &amp; Literature: Literature &amp; Media: Design &amp; Production (Art I, 9<sup>th</sup> grade)</li> <li><input type="checkbox"/> Arts, Language, &amp; Literature: Literature &amp; Media: Responding to Media</li> <li>✓ Arts, Language, &amp; Literature: English Language: Structures (English, 9<sup>th</sup> grade)</li> <li>✓ Arts, Language, &amp; Literature: Elements, Forms, &amp; Techniques in the Arts: Artistic Expression (Art I, 9<sup>th</sup> grade)</li> </ul>	<ul style="list-style-type: none"> <li>✓ <input type="checkbox"/> Participation in Weekly Socratic Seminar Discussions</li> <li>✓ <input type="checkbox"/> Completion of Weekly Socratic Seminar Essays</li> <li><input type="checkbox"/> Socratic Seminar Facilitation</li> <li>✓ ✓ Cover Letter and Resume</li> <li>✓ Group exhibitions at least twice a year</li> <li>✓ <input type="checkbox"/> Participation in weekly work critique sessions</li> <li>✓ <input type="checkbox"/> Independent reading reflections (at least four per year)</li> <li>✓ Lead at least one "Pick Me Up" meeting per year</li> <li>✓ <input type="checkbox"/> 1 on 1 meetings with advisors</li> </ul>
PD	<ul style="list-style-type: none"> <li><input type="checkbox"/> History &amp; Social Sciences: Economics: Financial Literacy</li> <li>✓ History &amp; Social Sciences: Identity &amp; Interdependence (Senior Thesis Project: Planting Hope in Nicaragua)</li> <li>✓ Science, Mathematics, &amp; Technology: The Living World: Human Body (LTI at Long Trail and St. Mike's rescue, Body Systems paper, Intro to Nutrition at CCV)</li> <li>✓ Personal Development: Healthy Choices (Intro to College Studies, CCV; Intro to Nutrition, CCV)</li> <li>✓ Personal Development: Healthy Choices: Physically Active Lifestyle Choices (Varsity Sports, Grade 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>✓ ✓ <input type="checkbox"/> Writing and Following Personal Learning Plans</li> <li>✓ ✓ <input type="checkbox"/> Writing Self-Assessment Personal Narratives</li> <li>✓ ✓ <input type="checkbox"/> Individual Exhibitions at least Twice a Year</li> <li>✓ ✓ <input type="checkbox"/> Journals – 2 per week</li> <li>✓ "Who am I?" Project</li> <li><input type="checkbox"/> Autobiography (40 pages)</li> <li>✓ PLAN, PSAT</li> <li>✓ Post-Secondary Plan</li> </ul>
SR	<ul style="list-style-type: none"> <li><input type="checkbox"/> History &amp; Social Sciences: Citizenship: Meaning of Citizenship</li> <li><input type="checkbox"/> History &amp; Social Sciences: Citizenship: Institutional Access</li> <li>✓ History &amp; Social Sciences: Citizenship: Human Rights (Senior Thesis Project: Planting Hope in Nicaragua)</li> <li>✓ History &amp; Social Sciences: Diversity &amp; Unity: Concepts of Culture (World History)</li> <li>✓ History &amp; Social Sciences: Diversity &amp; Unity: Forces of Unity &amp; Disunity (World History)</li> <li>✓ History &amp; Social Sciences: Conflicts &amp; Conflict Resolution (World History)</li> <li>✓ Science, Mathematics, &amp; Technology: The Living World: Interdependence (Explore Week 2011: Ph in Lake Champlain)</li> </ul>	<ul style="list-style-type: none"> <li>✓ ✓ ✓ Service Learning Trip(s)</li> <li>✓ ✓ ✓ Orientation Trip(s)</li> <li>✓ <input type="checkbox"/> Participation in Weekly Community Meetings</li> <li>✓ <input type="checkbox"/> Participation in Peer Critique and Review of Public Exhibitions</li> <li><input type="checkbox"/> Social Justice and Identity Project(s) (to be defined 2/12)</li> <li>✓ Committee Membership and Participation</li> </ul>
PS	<ul style="list-style-type: none"> <li>✓ History &amp; Social Sciences: Investigation and Critical Evaluation: Causes &amp; Effects in Human Societies (Senior Thesis Project: Planting Hope in Nicaragua)</li> <li>✓ History &amp; Social Sciences: History: Being a Historian (World History)</li> <li>✓ Science, Mathematics &amp; Technology: Mathematical Understanding: Arithmetic, number &amp; operation concepts (Algebra I, QR Challenge)</li> <li>✓ Science, Mathematics &amp; Technology: Mathematical Understanding: Measurement Concepts (Algebra I, QR Challenge)</li> <li>✓ Science, Mathematics &amp; Technology: Mathematical Understanding: Function &amp; Algebra Concepts (Algebra I)</li> <li>✓ Science, Mathematics &amp; Technology: Mathematical Understanding: Statistics &amp; Probability Concepts (Pit &amp; Pendulum, Gaming &amp; Prob)</li> <li>✓ Science, Mathematics, &amp; Technology: Systems (Body Systems Paper, Intro. To Nutrition at CCV)</li> <li>✓ Science, Mathematics, &amp; Technology: Physical &amp; Earth/Space Science (Gr. 9 Physics / Earth Science)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Quantitative Reasoning Project</li> <li>✓ Quantitative Reasoning Problem-Solving Challenges</li> <li><input type="checkbox"/> Research Methods Project Regarding Reliability of Sources</li> </ul>

KEY: ✓ Complete     Number of years for which requirement needs to be completed, if annual requirement     not yet addressed

**Big Picture South Burlington  
PBGR Distribution Requirement Descriptors**

**Introduced: 2011-2012**

**Apprenticing**

1. **Designing Solutions:** Students use technological/engineering processes to design solutions to problems.

**Communication**

1. **Point of View:** Students develop a point of view that is their own (e.g., personal standards of appreciation for the arts, language, and literature).
2. **Critical Response:** Students respond constructively as members of an audience (e.g., at plays, speeches, concerts, town meeting).
3. **Design & Production:** Students design and create media products that successfully communicate.
4. **Responding to Media:** Students interpret and evaluate a variety of types of media, including audio, graphic images, film, television, video, and on-line resources.)
5. **Structures:** Students demonstrate an understanding of the structures of the English language (e.g., sentence, paragraph, text structure).
6. **Artistic Proficiency:** Students use art forms to communicate, showing the ability to define and solve artistic problems with insight, reason, and technical proficiency.

**Personal Development**

1. **Financial Literacy:** Students demonstrate an understanding of personal economic decisions, and account for their decisions.
2. **Identity & Interdependence:** Students understand the variety of influences and impacts of the construction, preservation, and change of identity, within families, other social structures, and nations.
3. **The Living World: Human Body:** Students demonstrate understanding of the human body — heredity, body systems, and individual development — and understand the impact of the environment on the human body.
4. **Healthy Choices:** Students demonstrate proficiency in the skills and concepts needed for a lifetime of physical activity.

**Civic & Social Responsibility**

1. **Meaning of Citizenship:** Students examine and debate the meaning of citizenship and act as citizens in a democratic society.
2. **Institutional Access:** Students analyze the access that various groups and individuals have had to justice, reward, and power, as those are evident in the institutions in various times in their local community, in Vermont, in the United States, and in various locations world wide.
3. **Human Rights:** Students identify and evaluate the concept of human rights in various times in their local community, in Vermont, in the United States, and in various locations world wide.
4. **Concepts of Culture:** Students understand the concept of culture, including the cultures of indigenous peoples, in various times in their local community, in the United States, and in various locations world wide.
5. **Forces of Unity & Disunity:** Students understand the tensions between the forces of unity and those of disunity in various times in their local community, in the United States, and in various locations world wide.
6. **Conflicts & Conflict Resolution:** Students analyze the nature of conflicts, how they have been or might be resolved, and how some have shaped the divisions in various times of their local community, Vermont, the United States, and the world.

7. **The Living World: Interdependence:** Students understand the characteristics of organisms, see patterns of similarity and differences among living organisms, understand the role of evolution, and recognize the interdependence of all systems that support life.
8. **Causes & Effects in Human Societies:** Students examine complex webs of causes and effects in relation to events in order to generalize about the workings of human societies, and they apply their findings to problems.

### **Reasoning & Problem Solving**

1. **Being a Historian:** Students use historical methodology to make interpretations concerning history, change, and continuity.
2. **Arithmetic, Number & Operation Concepts:** Students understand arithmetic in computation, and they select and use, in appropriate situations, mental arithmetic, pencil and paper, calculator, and computer.
3. **Measurement Concepts:** Students use geometric and measurement concepts.
4. **Function & Algebra Concepts:** Students use function and algebra concepts.
5. **Statistics & Probability Concepts:** Students use statistics and probability concepts.
6. **Systems:** Students analyze and understand living and non-living systems (e.g., biological, chemical, electrical, mechanical, optical) as collections of interrelated parts and interconnected systems.
7. **Physical & Earth/Space Science:** Students understand forces and motion, the properties and composition of matter, and energy sources and transformations. Students demonstrate understanding of the earth and its environment, the solar system, and the universe in terms of the systems that characterize them, the forces that affect and shape them over time, and the theories that currently explain their evolution.

**Source:** Vermont Framework of Standards and Learning Opportunities  
(<http://education.vermont.gov/new/html/pubs/framework.html>)

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