



OXBOW HIGH SCHOOL

Program of Study
2016-2017

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Oxbow at a glance.....



"Each person of the Oxbow Community is a Responsible, Caring, Productive and Creative Citizen."

Oxbow High School is accredited by the New England Association of Schools and Colleges, Inc. and the State of Vermont, Agency of Education. Federal Law, (Title II) states, "No person in the US shall, on the basis of sex, race, language, age or handicapping condition, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving assistance."

The Community

Students attending Oxbow High School come from approximately six rural towns in Vermont and one in New Hampshire. Oxbow High School is governed politically by the towns of Bradford and Newbury, Vermont.

The School

Oxbow High School is a public school, grades seven through twelve, with an enrollment of approximately 355 students. The Class of 2017 consists of 49 students. There are 35 teaching professionals for the 2016-2017 school year.

Administratively there is a full-time Principal and one Dean of Students. Attached to Oxbow High School is the River Bend Career and Technical Center which is a regional technical school, offering part-day programs to juniors and seniors at Oxbow as well as six area high schools.

Post-secondary Plans for the Class of 2016

The class of 2015 consisted of 76 students. A total of 68% of students plan to pursue higher education (43% four-year colleges; 25% two-year colleges or technical schools), 5% plan to pursue military service, and 27% plan to pursue a career.

Recent graduates have been accepted to the following post-secondary institutions:

Vermont

Castleton State College
Community College of Vermont
Johnson State College
Lyndon State College
Norwich University
Southern Vermont College
St. Michael's College
University of Vermont
Vermont Technical College

Maine

Bates College
Colby College
Southern ME Comm College
University of Maine
University of Southern Maine

Massachusetts

Bentley College
Endicott College
Mount Holyoke College
Suffolk University
Wheelock College

New Hampshire

Colby-Sawyer College
Dartmouth College
Franklin Pierce University
Keene State College
NH Technical Institute
Rivier University
Southern NH University
University of New Hampshire
White Mnt Comm college

New York

Paul Smith's College
Rochester Inst of Technology
SUNY Canton
Syracuse University

Other States

Johnson and Wales University
Ohio Technical College
Old Dominion University
Purdue University
University of Kentucky
University of North Carolina

Introduction to Using this Guide

Students and parents should view this guide as a map. One with various routes to arrive at the same destination: Graduation. At each stage of this trip through high school students will have some requirements they must meet and some choices they may make. Having an understanding of these will help students develop stronger Personal Learning Plans (PLP) to focus on knowledge and skills to be ready for college or career, depending on the individual student goals.



Courses at Oxbow High School are taught in forty-five minute class periods and students may take up to seven courses throughout the day. Most courses are taught for the entire school year and students can earn one credit for each course. Students who choose a route that takes them to River Bend Career and Technical Center will do so for grades eleven and twelve. These programs meet for three class periods each day and students earn three total credits each year with one-half credit being an embedded core credit (science, social studies, or art).

Courses listed in this guide represent anticipated offerings for the 2016-2017 school year. Actual courses will depend on scheduling, staffing, and enrollment as determined by student choices in the Spring of 2016. Course offerings are therefore subject to change.

Academic Preparation Chart

Subject	Oxbow Minimum Requirements	Minimum College Preparation	Selective College Preparation
English	Four credits: English 9 English 10 2 credits of English electives	Four credits (CP level preferred): English 9 English 10 2 credits of English electives	Four or more credits (Honors/AP preferred): English 9 English 10 AP Lang & Composition AP Lit & Composition
Mathematics	Three credits including Algebra I Geometry 3 rd year of math	Three credits (CP level preferred): Algebra I Geometry Algebra II	Four or more credits (Honors/AP preferred): Algebra I Geometry Algebra II PreCalculus Calculus
Science	Three credits: Physical Science Biology Science Elective	Three credits (CP level preferred): Physical Science Biology Chemistry	Four or more credits (Honors/AP preferred): Physical Science Biology Chemistry Physics AP Biology
Social Studies	Four credits: World History I World History II US History Senior Seminar American Government	Four credits (CP level preferred): World History I World History II US History Senior Seminar American Government	Four credits (Honors and/or AP level if available): World History I World History II AP US History Senior Seminar American Government
Fine Arts	One credit in either Art or Music	One credit in either Art or Music	At least one credit in Art or Music depending on major
Health & PE	Two credits: ½ credit Health 1 ½ credit PE	Two credits: ½ credit Health 1 ½ credit PE	Two credits: ½ credit Health 1 ½ credit PE
Foreign Language	Not Required	Most colleges require at least two credits of one language	Three or more credits of one language
Electives	Elective credits are required to reach 23 credits for graduation.		
Total	Minimum 23 credits	Minimum 23 credits	Minimum 23 credits with additional college credits recommended

Graduation Requirements

Credits listed are minimum requirements

<u>ENGLISH</u>	4 credits
<u>MATHEMATICS</u>	3 credits
<u>SCIENCE</u>	1 credit Life Science 2 credits Science
<u>SOCIAL STUDIES</u>	1 credit US History 1 credit Civics & Seminar 2 credits Social Studies
<u>FINE ART</u>	1 credit in Music or Art
<u>PHYSICAL EDUCATION</u>	1½ credit
<u>HEALTH</u>	½ credit
<u>ELECTIVES</u>	6 credits to total 23

All students must be enrolled in a minimum of five (5) daily classes per semester that award credit.

One year of successful study in an approved River Bend Career and Technical Center program may be substituted for one half credit requirement in Math, Science, English or Social Studies. See page 37 for details on the content area credit that may be substituted for each specific program.

Grade 10 students recommended and accepted into the Pre-Technical Exploratory Program at River Bend Career and Technical Center will earn 3 credits per year that will be applied to graduation requirements in the following areas: English, Math, and Elective.

STUDENT ACTIVITIES

As a complement to classroom education the administrators, coaches, and staff at Oxbow encourage participation in extra-curricular activities for all students. Athletics provide an opportunity for students to positively represent their school and community and to learn valuable life skills. We believe that participation in athletics and extra-curricular activities enhance the overall education of our students.

Our athletic program is based on sound educational and ethical principles. Our coaches strive daily to have a positive impact on our student athletes' lives, helping them achieve their maximum potential. At the middle school level, skill development and broad participation are emphasized. As student-athletes progress through our program, the competition level increases and more advanced skills are taught. While winning is important, teamwork and sportsmanship are emphasized. Athletic options include: Soccer, Cross Country, Football, Basketball, Indoor Track, Bowling, Baseball, Softball, Lacrosse, and Track and Field.



In addition to athletics we have a wide variety of extra-curricular activities and clubs students can choose from. We believe that these experiences enrich the lives of students while teaching them valuable communication and collaboration skills while enhancing the school climate. Our activities and clubs generally meet during the school day to encourage maximum participation, except for Drama and Snow Riders which have after-school or weekend commitments. Activities and club options include: Drama, Jazz Band, Gay-Straight Alliance, National Honor Society, Travel Club, Snow Riders Club, Student Council, and Yearbook.

Oxbow Students Say:

“Oxbow’s art is fun and it teaches you about culture and yourself.” –Oxbow junior

“Every player on the sports team feels included and the games bring out many members of the community.” –Oxbow junior

“Oxbow helps us do things we want to do and encourages us to be our best.” – Oxbow freshman

EXTRA CURRICULAR ELIGIBILITY

Oxbow High School recognizes and promotes the priority of academics within our athletic and student activities program. While extracurricular are important parts of education, academic success remains the primary objective. Coaches and advisors support this position, and will make every effort to accommodate students' needs as they balance academics with extracurricular activities.

1. Students must carry the equivalent of five credits to be eligible to participate.
2. A transferring student's last semester grades from their previous school must comply with this policy.
3. Athletes & extracurricular participants will be eligible for a season of activity if:
High School-student has NO failing grades from the marking period (quarter) prior to the season and NO failed courses during the season. Freshmen begin their freshmen year with a clean slate. **High School exception: when the end of a marking period falls ten (10) school days or less after the beginning of an athletic season, students that have NO failing grades from the previous marking period shall become eligible to participate in athletics.**

Middle School (7th & 8th Graders) - Student has NO failing grades from the marking period (quarter) prior to the season. **Middle School Exception**-A student MAY fail one course and continue eligibility only once during a school year. Subsequent failure will be considered "no pass, no play" for the remainder of that school year. Seventh graders begin the school year with a clean slate.

4. Students who are declared academically ineligible will not receive postseason letters, awards, or certificates for that sport or activity.

TRADITIONS

Oxbow High School has been in operation since 1971. For over 40 years Oxbow Faculty and Staff have worked to create an environment that celebrates membership of the Oxbow community. Some of these traditions include: Spirit Fridays when everyone is encouraged to wear purple; Welcome Back dance at the beginning of each new school year; Homecoming with after-school activities, dance, and bonfire; Halloween costume parade; Winter Band and Chorus concert; Holiday show before the December break featuring students and staff performers; Annual Student Council and National Honor Society events; Winter Carnival day and dance; Winter and Spring Recitals where students showcase their talents; Evening of Elegance when the community is invited to a formal evening of performances and desserts; Various Awards and Recognition events; Rotating art exhibits in the lobby; Poetry Out Loud competition; class trips; science programs ie: SWAC, Leaves of Green, Streams; college/career trips; and so much more.

ACADEMIC INFORMATION GRADES 7 & 8 (MIDDLE SCHOOL)

Grades 7 & 8 at Oxbow High School are referred to as Middle School. Middle School students are required to enroll in both core classes and enrichment courses. The belief is that these courses combine to develop students' skills in subject areas as well as communication, collaboration, inquiry, and reasoning. Core classes are Math, Science, English, and Social Studies, which meet daily for the duration of the year. All students rotate through enrichment courses in Art, Music, Technology and Media, and Family and Consumer Sciences on a

quarterly basis. In addition, Middle School students are also required to take Physical Education unless they are enrolled in both band and chorus as these courses are offered at the same time.

Eighth grade students have the opportunity to enroll in a level I French or Spanish course that meets daily. Students who do not choose to take foreign language would have study hall daily.

Middle School Challenge Classes

Challenge classes are designed for self-motivated students who achieve academic excellence. The classes emphasize depth of discussion and intensified reading and writing. Please refer to the individual course descriptions for more information. Placement in challenge classes takes into account student performance, teacher recommendation, motivation, and work habits. Students must participate in challenge math at the middle school level in order to be recommended for Honors Geometry in ninth grade.

ACADEMIC INFORMATION HIGH SCHOOL

Early Graduation

The Oxbow philosophy is committed to the total development of each student. To that end, we offer a great variety of experiences that include social, physical, technical and academic options. It is the policy of Oxbow High School that students are encouraged to use every opportunity available during their years at Oxbow to their advantage. Students who wish to graduate before the class with which they started in the ninth grade must have their request approved by the principal in the tenth grade year. When a request is submitted, a committee consisting of three teachers who have personal knowledge of the student, a counselor, the principal, the parents, and any others with pertinent information about the child will be convened. This committee will make a recommendation to the principal.

Transfer or Home Study Students

Any student transferring from another school, or entering from a home school program, must successfully complete a minimum of one semester as a full time Oxbow High School student. This is defined as being enrolled in and passing at least five (5) half credit classes in one semester. Once completed, provided the student has the necessary credit distribution to satisfy School Board Policy IHF-R, the student is eligible to receive an Oxbow High School diploma.

Independent Study:

Students must have an approved independent study contract, available from the guidance office, before enrolling in an independent study class. They must have at least a 2.50 GPA and must be registered for at least 5 other daily classes. The teacher supervising the independent study must be qualified to teach the independent study course discipline and will meet with the student weekly. Credit will be awarded by using this formula: 55 hours of study = ½ credit. Independent study courses will be so noted on the transcript.

Classes Taken Outside of Oxbow (not including River Bend Career and Technical Center)

Students enrolled at Oxbow High School may complete courses outside of Oxbow, with prior approval, through another accredited institution in order to repeat or replace a class that was failed or explore elective content that is not available at the school. These credits will be

included on the student's transcript. Please note that the costs associated with the completion of some types of outside credit will be the responsibility of the student and parents or guardians.

Obtaining prior approval for classes: Students should pick up the prior approval form from the guidance office, complete all required information and return the form to their school counselor at least 15 days prior to the start of the class. It is the responsibility of the student to deliver the grade report or other necessary documentation to the guidance office after completion of the class when credit will be applied to the transcript.

Dual Enrollment

Rising juniors and seniors are eligible to apply for a voucher from the State of Vermont to enroll in a college course at one of several Vermont colleges. Students must meet with their school counselor prior to applying for the voucher and follow the procedure as outlined on the Extended Learning Opportunity form. Upon successful completion of the course and a college transcript is received, the appropriate credit will be applied to the student's transcript.

Running Start

Oxbow offers a limited number of courses as Dual Enrollment through a partnership with the New Hampshire State College system. For these courses, students who complete all required assignments with a passing grade for the college, earn both Oxbow credit and college credit. Students interested in this option should contact the guidance office.

Dartmouth College Classes

Juniors and seniors who have exhausted all possible Oxbow classes within their area of interest can be recommended to take a class through the Dartmouth College Special Community Student High School Program. There is an application and recommendation process that must be followed with firm deadlines as specified by Dartmouth College. Students interested in this option should see their school counselor.

Incomplete Grades

A grade of incomplete is to be recorded only in instances of significant emergency, such as extended illness. The student with an incomplete grade on the report card has two weeks from the close of the marking period to make up the work, except in cases of extreme circumstances. If the incomplete is not made up on time, the teacher will submit the grade of record two weeks from the close of the marking period.

Course Withdrawal

With parental permission, a student may elect to drop any Oxbow course during the first nine weeks of the semester. Courses dropped after the first nine weeks will result in a "WF" (Withdrawal-Fail). Students may not drop a class if it will result in a course load of fewer than 5 full-time classes that award credit per semester.

High School Grade Classification

Students will be classified by grade according to the number of credits they have earned. To be classified as a 10th grader, a student must have earned 5.5 credits and have successfully completed one credit in English and one credit in Mathematics by the end of the 9th grade year.

To be classified as an 11th grader, a student must have earned 11 credits and have successfully completed one credit in English and one credit in Mathematics at the end of the 10th grade year. To be classified as a 12th grader, a student must have 17 credits at the end of the 11th grade year. If a student is retained in grade 11 and earns the requisite number of credits to be promoted to grade 12 after the first semester, the student will only be promoted if he/she has the possibility of completing all credits required to graduate at the end of that school year.

Class Rank/Grade Point Average

Students who are projected to satisfy all of their graduation requirements at Oxbow High School will be ranked with their class. Students not satisfying at least 4 full-time semesters as an enrolled student at Oxbow before graduating, such as transfer students, home-schooled students, etc, will not be ranked. The Guidance Department shall estimate informal ranks and grade point averages of unranked students at their request for the purpose of college admission, scholarships, or as needed.

Honor Roll

Each marking period students who have achieved a grade of “A” in all courses issuing grades will be named to the “Principal’s High Honor Roll.” Each marking period students who achieved a grade of at least “B” in all courses issuing grades will be named to the “Honor Roll.” After the third marking period, each student who has been named to the Honor Roll at least two out of the four previous marking periods, will be invited to an academic dinner. At that time, students will be presented with individual awards.

Valedictorian And Salutatorian

The senior with the highest ranking, as determined by GPA at the end of the first semester of their senior year, will be named as the Valedictorian. The student with the second highest ranking will be named as the Salutatorian. The principal will announce who the Valedictorian and Salutatorian for that year’s senior class within 3 weeks of the end of the second semester. This determination will be for graduation ceremony purposes only, and may not reflect the final outcome of the class ranking at the end of the school year.

University Of Vermont’s Green And Gold Scholarship

The eligibility criteria and nomination process for this scholarship are set by UVM. Oxbow will nominate one student at the end of the junior year (August deadline) based on academic excellence. The sole criteria for determining academic excellence be will a student’s GPA at the end of the junior year and the student with the highest GPA will be the nominee.

Senior Privileges

Each year, the senior class leadership determines criteria for senior privileges with the school administration. This may include but not be limited to being able to leave campus during unsupported study hall and lunch. Students in their fifth year of high school or later and who are at least 18 years old will not need to satisfy senior privilege requirements to leave campus during these times.

Course Selection

Students are urged to think about the courses they are selecting and to make choices that will help them meet their future goals. Students should ask themselves “What kind of career do I want? Do I want to continue my education beyond high school? Do I want to begin to prepare for a specific occupation?” It is important for students to take advantage of the academic opportunities available and prepare themselves for as many different options after high school as possible. Courses in this Program of Study with a “CP” designation indicate “College Preparatory” level expectations.

CRITERIA FOR HONORS AND ADVANCED PLACEMENT CLASSES**Student Entrance Requirements for Honors or AP classes:**

A grade of B or higher should be achieved in the previous year’s class in that discipline or a recommendation from the previous year’s teacher.

If neither of these requirements have been met, an appeal may be made to the instructor and administration for entrance into the desired course. This appeal may be made either by a parent, the student, or both, and must be made in a timely manner.

Honors and Advanced Placement courses are the most challenging courses offered at Oxbow High School. Students who are typically the most successful in these courses:

- Maintain a grade of C- or higher each quarter.
- Exhibit positive behaviors and appropriate participation.
- Are highly organized.
- Are self-motivated and independent learners.

Honors classes will receive an “Honors” designation on a student’s transcript. In addition, a .5 additional weight will be calculated into the GPA. Advanced Placement classes will receive an “AP” designation on a student’s transcript. In addition, a 1.0 additional weight will be calculated into the GPA.

MIDDLE SCHOOL COURSES

GRADE 7 CORE COURSES

English uses the Common Core framework as a foundation, moving through content that includes Grimm's Fairy Tales; writing constructed and extended responses to informational and literary text; a prescriptive vocabulary program based on Wordly Wise 3000, Book 7; a grammar immersion unit that moves from parts of speech to parts of sentences, and a self-selected reading program assessed by Accelerated Reader.

Math uses the Common Core framework as a foundation. The focus is on proportions, using proportionality to solve problems including rate, algebra, percentages and more. Problem solving and project based learning will guide our discoveries.

Social Studies (Geography) will help students understand connections between geography and culture, covering physical and cultural geography, concentrating especially on

the cultures of the Middle East, Latin America, Asia and Africa. Understanding the world's religions is a major component of the cultural aspect we will cover. Physical geography includes reading various types of maps and charts from various regions. Throughout the year students will read primary sources and short stories to enrich their understanding of each culture.

Science is an introduction to the world of living things. A variety of science equipment will be used and lab experiences are provided regularly. Students will be expected to conduct research throughout the year, and present their findings to the class either orally, as a research paper, or by focusing on the use of visual aids to explain their information.

GRADE 7 CHALLENGE PROGRAM

Challenge English accelerates reading volume and pace when compared to the regular seventh grade English curriculum, and demands additional writing depth and frequency from its

students, as well as expanded prescriptive vocabulary breadth.

Challenge Math is designed for those students who have mastered the basic operations with respect to whole numbers, fractions and decimals. With this knowledge students are then able to make higher level connections especially using algebra.

Challenge Social Studies requires additional writing depth and frequency from its students and a more in-depth and analytical approach to physical and human geography.

Challenge Science supplements the seventh grade curriculum with additional information, in-depth projects and more detailed lab work. Basic concepts will be covered at a quicker pace, more written work will be done at home, and students will engage in classroom discussions.

GRADE 7 ENRICHMENT

Physical Education emphasizes skills, knowledge, and the development of

coordination through team sports and recreational activities.

Art students have the opportunity to develop their artistic skills by working with a variety of materials to create both 2 and 3-dimensional pieces. Each project gives students the opportunity to learn how other people, in different times and places, have worked with these same materials to create works of art.

Music is designed to strengthen students' existing skills in music and introduce new ones. The curriculum includes a Blues unit, a Garage Band composition unit, and shorter mini-units involving keyboard, guitar and other topics.

Family and Consumer Science focuses on preparing foods from France and Spain, taking care of a computerized baby to see how this would change their current lives, career exploration, and financial literacy.

GRADE 7 ELECTIVES

Band is an ensemble course that focuses on performance skills.

Students will work to develop individual instrumental technique, ensemble/listening skills, musicianship skills, and general knowledge of instrumental music. Band is open to all students who play a band instrument. Piano players, guitar players, or other non-traditional concert band instrumentalists may sign up, but will be expected to play with the ensemble and complete the same assignments. There will be two performances throughout the year. Band meets every other day. (M/W/ every other Friday)

Chorus is a performance and problem-solving based course that focuses the impact of music and song on traditional and contemporary society. The objective is to increase skill and ability in the performance of choral music while gaining a deeper understanding of the importance of traditional, personal, family and community song. Students explore and try to answer the following questions: "What role does music play in my family, both past and present?", "Why is a musical tradition important?" Also, "How has music shaped and been

shaped by past societies and how does it manifest in contemporary society?" Chorus meets every other day. (T/TH/every other F)

GRADE 8 CORE COURSES

English focuses on developing the reading and writing proficiencies necessary for success in high school. Students read and analyze non-fiction texts as well as several works of contemporary fiction. Students are exposed to a wide variety of writing, including daily responses to prompts, essays, research and reports, as well as poetry and short fiction. Students are required to self-select and read at least six works of fiction or non-fiction per semester. For each book, an Accelerated Reader quiz or some other short assessment must be completed. Students are also required to write and deliver a short speech to their classmates that may be chosen as the 8th grade graduation speech in June.

Math (Pre-Algebra) gives students a strong foundation in mathematics. It follows a "problem solving" approach to mathematics, stressing mastery of

traditional skills while introducing abstract concepts such as open sentences, algebraic operations, and basic geometric relationships. A technology component is used to support understanding of concepts.

Social Studies (US History) is designed to introduce students to some of the basic issues and themes of American history. The course covers units based in part on four major questions. What is the interrelationship between conflict and control and human rights/social justice? How do events, people and ideas shape democracy in the US and in the world? What is the relationship between government and social systems? What are pivotal events that caused shifts in population? These essential questions will be explored using the historical material from the beginning of the United States history with Native American culture through the events of the Civil War. Units will also include an emphasis on social studies skills that can be applied to information beyond that which is being studied.

Science will develop skills necessary to foster a positive and rewarding outlook for future scientific endeavors. Students will be prepared to enter high school science with skills involving the scientific method, measurements, scientific reporting and research, experimentation, and scientific reading. The content area will be physical science and the study of matter and energy. Students will be exploring topics in physics such as motion, light, sound and energy. In chemistry, students will be investigating matter and its classifications, patterns, and changes involved with matter.

GRADE 8 CHALLENGE PROGRAM

English Challenge follows the 8th grade English curriculum and is for students with both advanced skills and a well-developed sense of self-directed academic discipline. Additional reading and writing assignments and other assessments are required.

Math Challenge (Algebra 1) follows a traditional Algebra I curriculum and requires students to have

previously mastered basic math skills. Strong organizational skills and problem solving skills are highly recommended. Work requirements are more intense and require a high level of self-discipline.

Social Studies (US History) Challenge requires additional reading and writing depth and frequency from its students and a more in-depth and analytical approach to physical and human geography.

Science Challenge includes more in-depth lab exercises involving more math-oriented skills. There is more contract time for independent work. The class is geared to physical science, the study of matter and energy. Concepts in chemistry and physics are used to help explain the world around us.

GRADE 8 ENRICHMENT

Physical Education emphasizes skills, knowledge, and the development of coordination through team sports and recreational activities.

Art teaches artistic concepts and skills including hand building with clay, working with pattern, experimenting with chemical photography while using a box camera, and developing their observation through drawing.

Family and Consumer Science focuses on preparing foods from France and Spain, a sewing project featuring special people in their lives with computerized images, career exploration and financial literacy.

GRADE 8 ELECTIVES

Band is an ensemble course that focuses on performance skills. Students will work to develop individual instrumental technique, ensemble/listening skills, musicianship skills, and general knowledge of instrumental music. Band is open to all students who play a band instrument. Piano players, guitar players, or other non-traditional concert band instrumentalists may sign up, but will be expected to

play with the ensemble and complete the same assignments. There will be two performances throughout the year. Band meets every other day (M/W/ every other Friday).

Chorus is a performance and problem-solving based course that focuses on the impact of music and song on traditional and contemporary society. The objective is to increase skill and ability in the performance of choral music while gaining a deeper understanding of the importance of traditional, personal, family and community song. Students explore and try to answer the following questions: "What role does music play in my family, both past and present?", "Why is a musical tradition important?" Also, "How has music shaped and been shaped by past societies and how does it manifest in contemporary society?" Chorus meets every other day (T/TH/every other Friday).

French or Spanish is a high school level I course

available to eighth grade students who are ready for an extra academic challenge in their day. Students who successfully complete this course are eligible to take level II when they reach 9th grade, and eventually to move through all five levels of the language by their senior year in high school. Classroom and homework activities are aimed at building knowledge and skills in the areas of reading, writing, speaking, listening and culture. While some homework and class activities involve short structured writing tasks, speaking and understanding are emphasized in class. Oral activities include structured dialogue, skits and short speaking tasks aimed at building vocabulary. Students will have the opportunity to learn about the culture of people who use this language as their primary form of communication.

HIGH SCHOOL COURSES

ENGLISH

English 9 CP - 1 credit - This course will cover reading, writing, speaking, listening, grammar/usage/mechanics, vocabulary and spelling. Reading material will span the ages, beginning with mythology and continuing to the present. Two major thematic topics that will be addressed are tolerance and the nature of man. Non-fiction articles will expand upon issues addressed. There will be a strong emphasis on writing connected to the literature. Three major types of writing will be incorporated with attention paid to true revision: personal essays, persuasive essays, and response to literature essays. Speaking and listening will be addressed through oral interpretation and class presentations.

English 10 CP - 1 credit – This course is designed to study modern and classic works as examples of style as well as thought-provoking works of art. Frequent written assignments – both short and long – provide practice in writing and critical thinking. Constructed responses and five paragraph essays provide rigorous exercise in building a coherent and logical argument. This course contains units on poetry, Shakespeare, American literature, young adult literature, and others. Creative writing units help develop the student’s appreciation for the written medium through the lens of their own experience. Group discussions and projects develop skills in public speaking and group problem solving.

Juniors and Seniors who are not enrolling in AP Language & Composition or AP Literature & Composition shall choose one class per semester from the list below to fulfill the graduation requirement in English. Not all of these courses may be offered every year.

Creative Composition - ½ credit - This semester-long course gives students the opportunity to improve their writing skills while working on creative pieces as well as traditional essays. Students will write original stories, poems, and other short pieces; at the same time, they will study grammar, usage, and mechanics and the major rhetorical modes of essay writing: Narrative, Descriptive, Expository, and Argumentative. Students should leave this class with a feeling of empowerment in their writing as well as a basic understanding of sentence structure and writing mechanics.

Film Studies - ½ credit - This semester-long class looks at movies and movie making through a study of film genres and cinematography. There will be a variety of assignments, including writing film reviews, comparison/contrast essays, scene analysis, and letters to the editor. If there is time and interest, students will create their own film of an original scene for one of the genres. Vocabulary study will be directed related to the making and analyzing of films.

Horror Literature and Film - ½ credit - No matter where you go these days—the movies, the bookstore, your own living room to watch TV—there seems to be no escaping tales of blood-sucking vampires, fur-covered werewolves, and brain-chomping zombies. Though these monsters have origins in myths that are older than history itself, people just can't seem to get enough of them. In this class, we will discover why these ghouls have always been popular and

why they always will be. Students with a fear of the undead or of reading Victorian literature need not apply.

Intensive Self-Guided Reading – ½ credit – This semester-long course is designed for students who want to read books of their choice from the Accelerated Reader selections. After reading each book, students will take the on-line quiz on the AR website and then write an analysis of some aspect of the book. Half the grade is the total of points earned in the quarter and the other half of the grade is the average of the writing grades. This course is recommended for students who love to read or have unique tastes in literature.

Mystery and Detective Fiction - ½ credit – In this semester-long course students will be transported to different worlds filled with crime, capers, and sinister doings with great detectives such as Sherlock Holmes and Philip Marlowe. Bring your spyglass, deerstalker hat, and a sense of adventure. We will also incorporate the study of relevant vocabulary as we follow the chronological development of this genre.

Other Places – ½ credit - This semester-long course will cover a variety of readings by authors who are in minority groups in the United States as well as authors of fiction and non-fiction from other countries. Occasionally, a film that relates to one of the themes or situations being studied will be shown and discussed. Related writing and vocabulary will round out the course.

Outdoor Literature - ½ credit - This semester-long course serves as an introduction to a genre of literature that relates to nature and the outdoors. We will read about mountaineering, rock climbing, rafting, sailing, sled-dog racing, encountering and managing wildlife, surviving harsh conditions, exploration of the uncharted lands, and even about a fantastical world where good and evil battle for the future of the environment. We will read short stories, novels, interviews, and non-fiction accounts of adventures. We will also watch related films. A variety of related writing assignments as well as vocabulary study will round out the course.

Small Town Literature – ½ credit – This semester-long class explores the personal and social issues that are relevant to those who live in rural, small towns. The settings of the novels read will be small towns while we investigate the benefits and problems associated with rural living. Related films, writing, projects, and vocabulary study will round out the course.

Sports Literature- ½ credit - This semester-long class is designed for sports fans and allows students to sample a variety of fiction, nonfiction, and films from the world of competitive sports. Baseball, basketball, football, soccer, long-distance running, and car racing make up the current list of sports that we study. Students will engage in a variety of writing activities, ranging from responding to text to writing original sports narratives and articles. Vocabulary study will round out the course.

Sweet and Sour – ½ credit - This semester-long course focuses on the emerging genre of end-of-the-world fiction. While dystopian literature, such as *The Giver* and *The Handmaid's Tale*, has appeared periodically in the latter part of the twentieth century, its prominence in young adult literature is a recent phenomenon. Similarly, end-of-the-world fiction, in which adult society has

corrupted the world through environmental degradation or war, with adolescents left to salvage what is left, is a dominant trend. From Cormac McCarthy's *The Road* to Kate Thompson Walker's *The Age of Miracles* and Gabrielle Zevin's *All These Things I've Done*, "Sweet and Sour" explores the idea of teenagers as the future of the world.

Writing for Life – ½ credit – We spend our whole lives writing: a quick e-mail; a diary or journal; a note to a teacher; a resume and cover letter; a “Get Well” or “Sympathy” card; a memo to the boss; a full-length job presentation; an editorial in the local newspaper; a loan application — these are just some of the writing skills we need as we go through life. “Writing for Life” will examine life’s everyday writing requirements — both the important and the mundane. This course will equip students with the writing knowledge they need as they enter the adult world.

Young Adult Literature - ½ credit - Students will explore the problems and possibilities facing teenagers today. We’ll laugh, we may cry, but we’ll definitely read, think, and write. Young Adult fiction is a category of literature tailored especially to teenage readers and is the fastest growing sub-genre of modern fiction. They’re great books for and about young adults. We will also study some of the vocabulary presented in these novels.

HIGH SCHOOL ENGLISH HONORS AND ADVANCED PLACEMENT OPTIONS

English 9 Honors - 1 credit - This course begins preparation for Advanced Placement English in the junior and/or senior years. Students read more widely, write in greater depth, and implement more advanced writing strategies than CP level students while also covering speaking, listening, grammar/usage/mechanics, vocabulary and spelling. Reading material will span the ages with two major thematic topics addressing tolerance and the nature of man with a strong emphasis on writing connected to the literature. Non-fiction articles will expand upon issues addressed. Personal essays, persuasive essays, and response to literature essays will be required in addition to oral interpretation and in-class presentations. Honors students are capable, disciplined, and ready to participate in more accelerated study. **Entrance to this class is governed by the protocol for Honors and AP classes.**

English 10 Honors - 1 credit - This course offers an intensive study of both classic and modern works in a variety of genres, fiction and non-fiction. A thorough review of proper English usage, regular short written assignments, and longer essays connected to the reading aim to provide ample practice in writing and critical thinking. Seminar-style discussions develop students’ ability to think independently and articulate their thoughts in a public forum. A unit on deriving meaning from poetry begins the year and is followed by units that cover the spectrum of English literature – Shakespeare to the most recent young adult novels. Successful Honors students typically move on to AP English in junior and senior years. **Entrance to this class is governed by the protocol for Honors and AP classes.**

AP Language & Composition (juniors) - 1 credit - This is a college-level class for highly motivated students, culminating in the College Board AP Exam taken in May. Passing this exam may earn a student credit and/or advanced placement in a college program and is a strong addition

to his or her resumé. Students will be expected to read two books or the equivalent and write at least one paper during the summer preceding this class. The school year will require extensive reading, for the most part in American literature; frequent in- and out-of-class writing assignments, using various rhetorical modes; vocabulary study; and writing analysis, including structure, grammar, mechanics, and style. **Prerequisites: Prior summer course work required. Entrance to this class is governed by the protocol for Honors and AP classes.**

AP Literature & Composition (seniors) - 1 credit - This year-long course culminates with the College Board AP Exam in May. This is a process-based reading seminar, contrasting with the content-based focus of other AP courses at Oxbow. Now in its nineteenth year, 197 of the 260 students who have taken the class have passed the exam, for a pass rate of 75% and an average score of 3.1. The course's focus is split between prose and poetry. Students read from a list of twenty-five contemporary and twenty-five classic novels in two-week cycles. Short stories buttress the first-semester offerings, while Poetry Out Loud memorizations and contemporary poetry study underpin the second semester. Students write weekly on-demand essays in class, and complete weekly vocabulary assignments. Completing an assessment on two summer reading novels is the only prerequisite for the course. It is recommended that students take AP Language and Composition during their junior year, however, it is not an entrance requirement. **Prerequisites: Prior summer work required. Entrance to this class is governed by the protocol for Honors and AP classes.**

MATHEMATICS

Algebra 1 CP - 1 credit – This course is the necessary first high school math course for all ninth graders. Topics in the course include linear equations and inequalities, graphing models and tables, direct and inverse proportions, introductory probability, ratios, percentages, sequences and series.

Geometry CP - 1 credit - This course deals with the relationships that exist between geometric content and geometric applications in the physical world. The writing of proofs and a study of geometric reasoning will be developed. Techniques for constructing geometric figures will be developed both manually as well as using technological tools. Major areas to be covered include triangles, other polygons, circles, area, volume, transformations and coordinate geometry.

Prerequisite: Successful completion of Algebra I.

Algebra II CP - 1 credit - There will be an intensive study of linear and quadratic functions as well as exposure to polynomial functions. The exponential and logarithmic functions will be introduced. Graph behaviors will be explored with respect to all these functions. Trigonometric concepts will be expanded beyond right triangles. **Prerequisite: Successful completion of Algebra I and Geometry or permission.**

Pre-Calculus CP - 1 credit - This course will focus on the additional algebraic and trigonometric skills required for students to be successful in college level mathematics. The students will investigate and explore the characteristics of the following types of functions: linear, polynomial, exponential, logarithmic, and trigonometric. Students will sketch graphs of

the above functions. Students will also solve equations and inequalities involving the above topics. **Prerequisites: Algebra II or permission.**

Statistics CP - 1 credit - Statistical concepts are used in many fields of study and areas of employment. This course will introduce students to methods of data analysis and interpretation. Both descriptive and inferential statistical methods and concepts will be studied. This course is eligible for college credit through NH Running Start program. **Prerequisites: Successful completion of Algebra II (or higher) or permission.**

Personal Finance - ½ credit - This course provides students with the knowledge to make financial decisions during and after high school. Students will examine consumer spending decisions, personal investing, credit principles, and the economics of families. **Prerequisite: Senior standing and successful completion of 9th grade and 10th grade mathematics courses.**

Math Topics – 1 credit - This course will explore problem solving, the uses of data and statistics, expanded work with measurement and geometric topics. The emphasis will be using technology and applications of mathematics in real life.

HIGH SCHOOL MATHEMATICS **HONORS AND ADVANCED PLACEMENT OPTIONS**

Geometry Honors - 1 credit - This course will provide students with an accelerated study of Geometry in preparation for the study of advanced algebra concepts and ultimately Calculus. This course deals with the relationships that exist between geometric content and geometric applications in the physical world. The writing of proofs and a study of geometric reasoning will be developed. Techniques for constructing geometric figures will be developed both manually as well as using technological tools. Major areas to be covered include triangles, other polygons, circles, area, volume, transformations and coordinate geometry. **Entrance to this class is governed by the protocol for Honors and AP classes. Prerequisite: Eighth Grade Challenge Math (Algebra I) or the equivalent, or permission.**

Algebra II Honors - 1 credit - This course is designed to meet the needs of the student who is looking for a challenging preparation for the study of Pre-Calculus and AP Calculus. There will be an intensive study of linear and quadratic functions as well as exposure to polynomial functions. The exponential and logarithmic functions will be introduced. Graph behaviors will be explored with respect to all these functions. Trigonometric concepts will be expanded beyond right triangles. It is recommended that you purchase a TI-83+ or TI-84 calculator. Entrance to this class is governed by the protocol for Honors and AP classes. **Entrance to this class is governed by the protocol for Honors and AP classes. Prerequisite: Honors Geometry or permission.**

Pre-Calculus Honors - 1 credit - This course will prepare students for the study of Calculus whether at Oxbow or at college. The course will provide skills analysis while dealing with the following specific types: polynomial, rational, trigonometric, exponential, and logarithmic. Theory will be applied to practical problems. The treatment given to all topics in the Honors

course is theoretical, and the exercises will be the more challenging ones, requiring the student to make extensions of the basic knowledge and skills mastered. The course attempts to get students ready for a college type presentation of material. Entrance to this class is covered by the protocol for Honors and AP classes. This course is eligible for college credit through NH Running Start program. **Entrance to this class is covered by the protocol for Honors and AP classes.**
Prerequisite: Honors Algebra II or permission.

AP Calculus - 1 credit - This course is designed to prepare students for the AP Calculus AB exam, which is given each year in May. It consists of the following parts: a) Differential Calculus – Topics included in this course are rates of change, limits and continuity, derivatives and applications of derivatives. b) Integral Calculus – This course is a continuation of Differential Calculus. Topics included in this course are definite integrals, differential equations, mathematical modeling, and applications of definite integrals. Entrance to this class is governed by the protocol for Honors and AP classes. This course is eligible for college credit through NH Running Start program. **Entrance to this class is governed by the protocol for Honors and AP classes. Prerequisite: Pre-Calculus Honors or permission.**

SCIENCE

Earth Science - 1 credit - Earth Science is a standard introductory survey course covering the subjects of Geology, Meteorology, Oceanography and Astronomy. Methods of instruction include lecture demonstration, laboratory activities, audiovisual presentations, and textbook assignments. Basic science skills are reinforced through laboratory experiences. Topics of study include earth materials and structure, the rock cycle, weathering and erosion, earthquakes and volcanoes, plate tectonics, geologic history, oceanography, atmospheric composition and processes, weather, stars and galaxies, and the solar system.

New England Landscape - 1 credit - This course will cover all Earth Science topics with an emphasis on the geologic history of our area in an attempt to discover how our present landscape was formed and why it appears the way it does today. Several weekend field trips include hiking the major peaks of Vermont and New Hampshire and visiting other local points of interest. These field trips will be a critical part of the course and will be mandatory. Required projects, which relate to the field trip activities, will be completed and presented. **Entrance to this class is by teacher recommendation. Students must have a B or above in all classes including science. Students must be self-reliant and able to finish assignments consistently on their own, able to work well in groups with peers, and have a sincere interest in the outdoors, hiking, and science.**

Biology - 1 credit - This course will follow the sequence of life on earth, from the most primitive to the most complex organisms. Skills will be taught within the context of nature study, with hands-on experiences whenever possible. Quality research work, including data collection, will be incorporated into several units.

Biology CP - 1 credit - This course is designed to serve as an introduction to the science of Biology. Emphasis is placed on basic structure (anatomy) and function (physiology) on both the

cellular and organism level. From this basis, other aspects of biology such as embryology, genetics, microbiology, and ecological relationships may be explored. Lab experiences and technique(s) are stressed throughout the course.

Chemistry CP - 1 credit – This course is designed to prepare students who wish to continue their studies related to science in high school and after high school and for students who plan on enrolling in AP Biology. This course is designed to study such topics as; the history of chemistry, scientific methodology, matter and energy, atomic structure, stoichiometry, phases of matter, the periodic table, chemical bonding, acids and bases and an introduction to organic chemistry. Formal selected laboratory experiments permit the student to observe chemical reactions and measure the behaviors illustrated. These laboratory studies enable the student to develop good techniques in the use of instruments and equipment and in the formal reporting process. Extensive independent reading and note-taking experience is required in order to be prepared for lecture and lessons. Students who are most successful in this course have received a B or better in College Preparatory Biology course. **Prerequisites: Algebra I or the equivalent and enrollment in math while in this course.**

Physics CP - 1 credit - This is an introductory course designed for students who are planning to attend college or pursue post-secondary technical training. *The Vermont Grade Expectations for Physical Science* provide the basis of the content areas and scientific inquiry skills taught in this course. A conceptual understanding of physics, complex problem solving skills, and analytical laboratory experience are the three components of this program. Instructional methodologies include lecture/demonstration, audiovisual presentations, use of text resources, quantitative and qualitative problem assignments, and a blend of both traditional and inquiry based laboratory investigations. Major topics of study include motion and forces; mechanical energy and waves; and electromagnetism. The text used is Addison Wesley Conceptual Physics, by Paul Hewitt. **Prerequisite: Algebra 1 and Geometry, Algebra II and Chemistry strongly recommended.**

Chemistry - ½ credit – This one-semester course for juniors and seniors is based on a scientific inquiry approach to learning chemistry skills and concepts. The curriculum is laboratory driven and centered on collaborative learning among students.

Forensics I – ½ credit – Fall - This semester long course applies basic biology, chemistry, earth and physical science concepts, to real world situations and criminal investigations. Topics of study will include the history of forensics, evidence collection and analysis, hair and fiber comparisons, fingerprints, blood and blood spatter analysis, questioned documents, impression evidence, and crime scene processing and reconstruction.

Forensics II – ½ credit – Spring – Students will be involved with the VT and NH State Police along with crime scene investigators. Field trips may include tours of jails, prisons, courthouses, the police academy and the crime lab in Waterbury, VT. Students will have the opportunity to speak with incarcerated individuals and investigate local cases that have gone cold. Research will be conducted around national trends in crime. **Prerequisite – Forensics I.**

Introduction to Animal Sciences – ½ credit – This one semester course will provide an overview of anatomy and physiology, nutrition, reproduction and management of livestock and recreation species. Topics will also include an introduction to animal behavior, animal disease, and biotechnology. This course includes laboratory sessions.

Nutritional Science – ½ credit – This is a one semester introductory course in nutrition science, designed to provide students with the chemistry and function of essential nutrients. Topics include macro- and micro-nutrients, digestion, absorption, and metabolism, body composition and weight management, vegetarianism, sports nutrition, chronic disease, and environmental issues. Students will conduct a computer analysis of their own nutritional intake/

Vermont Streams Ecology – ½ credit - The streams of Vermont are a complex system that branches out into many fields of science. Vermont Streams Ecology course will cover the ecosystems of streams specific to Vermont. We will study how man as well as nature can affect the streams and water quality of Vermont. There will be an emphasis on studying the insects that live and breed in the streams local to Oxbow High School. A large portion of the course will be hands on lab work involving these insects. We will separate, identify, and catalog insects collected from local streams. In addition to insects we will also look at stream water quality, erosion, and how climate change can affect the local ecosystems.

HIGH SCHOOL SCIENCE **HONORS AND ADVANCED PLACEMENT OPTIONS**

Biology Honors – 1 credit – This year-long course is an introduction to the science of Biology. Study will include learning about the scientific process and living organisms-including cell structure and function; a survey of the major kingdoms of organisms; selected topics in human anatomy, physiology, genetics and reproduction; and an introduction to major ecological concepts. The honors class will move at a faster pace than the regular section and will be expected to handle more material. **Entrance to this class is governed by the protocol for Honors and AP classes.**

Chemistry Honors – 1 credit – This course is designed for students who have demonstrated proficiency in studying science and who have exhibited an interest in and enthusiasm for science. This course is intended to help students realize the important role that chemistry will play in their personal and professional lives. Topics include chemistry laboratory skills, the classification and structure of matter, ratio and proportion of chemical reactions, physical chemistry, acid-base chemistry, kinetics, thermodynamics, electrochemistry, and organic chemistry. The ability to carry out systematic thought processes in making decisions and solving problems (critical thinking) and inquiry (solving problems through scientific investigation) are stressed in this class. **Entrance to this class is governed by the protocol for Honors and AP classes.**

AP Biology - 1 Credit - AP Biology is a year-long course that is the equivalent of an introductory college-level biology course and it is designed to prepare students for the Advanced Placement Exam in Biology. The course is designed around the new AP Biology curriculum framework that focuses on the Big Ideas in biology and their connections. The curriculum

provides a basis for students to develop strong conceptual understanding in biology and the opportunity to integrate that knowledge through inquiry-based activities and laboratory investigations. A minimum of 25% of the class time is completing lab investigations. The AP Biology curriculum is structured around four Big Ideas

Big Idea 1: The process of evolution drives the diversity and unity of life.

Big Idea 2: Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

Big Idea 3: Living systems store, retrieve, transmit, and respond to information essential to life processes.

Big Idea 4: Biological systems interact, and these systems and their interactions possess complex properties.

As preparation for the AP Exam in May, Chapter and Unit tests model the Exam format, with multiple choice questions and free response topics. **Prerequisites: CP or Honors Biology and CP or Honors Chemistry, prior summer coursework is also required. Double class times or after school lab times may be required. Entrance to this class is governed by the protocol for Honors and AP classes.**

SOCIAL STUDIES

World Studies I CP - 1 credit - This course is the first year of a two-year sequence in world history in which students will develop a perspective on how both the past and change relate to their life experience through the process of historical inquiry, and how civilizations have been profoundly influenced by ideals and belief systems. Students will access, analyze, and synthesize information from primary and secondary sources to learn to reflect, think critically, and reason with evidence as they develop a broad perspective and understanding of the development of civilizations through the ancient, classical, medieval, and early modern periods. This broadened perspective will allow students to develop tolerance and respect for others and their beliefs in both the local and global communities. This course is a chronological study of the development of civilizations from prehistory through the Scientific Revolution. Topics of study include, but are not limited to, early humans, early civilizations of the Middle East, ancient Greece and Rome, Islam in the Middle Ages, medieval Europe, medieval China and Japan, European renaissance and reformation, global exploration, and the Scientific Revolution. Students will effectively communicate their understanding through written and performance-based learning experiences and assessments including a research paper.

World Studies II CP – 1 credit – This course is the second year of a two-year sequence in world history in which students will develop a perspective on how both the past and change relate to their life experience through the process of historical inquiry, and how civilizations have been profoundly influenced by ideals and belief systems. Students will access, analyze, and synthesize information from primary and secondary sources to learn to reflect, think critically, and reason with evidence as they develop a broad perspective and understanding of the development of civilizations through the early modern periods and to present. This broadened perspective will allow students to develop tolerance and respect for others and their beliefs in both the local and global communities. This course is a regional and chronological study of the development of civilizations from the French Revolution to present day. Topics of study include,

but are not limited to, modern cultures in China and Japan, modern cultures in Latin America, current issues in the Middle East, and different cultures and how they interact in Africa. We will also touch on more global issues such as culture, population, globalization, immigration, human rights, and climate change. Students will effectively communicate their understanding through written and performance-based learning experiences and assessments. There is a major emphasis on current events. The course curriculum is designed to be responsive to evolving issues in the world today.

US History - 1 credit - This course is a basic level survey of United States History from 1865 to the present. The first semester begins with the development of the Reconstruction and goes to the end of the Nineteenth Century. The second semester will cover the many events and changes in the United States during the Twentieth Century. Throughout the course an emphasis will be placed on understanding how history is affecting America today. This course will further develop the basic skills and factual knowledge. These skills are used to draw conclusions with a basis of an informed judgments.

US History CP - 1 credit – This course is designed to provide students with the analytical skills and factual knowledge necessary to critically examine the issues and repercussions in US history from 1865 to the present. Each student will be required to have a detailed knowledge of the subject material and should be willing to read and write extensively on US history. Each student must be able to draw upon a reservoir of systematic factual knowledge in order to exercise analytic skills. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. This course will develop the skills and factual knowledge base necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively.

Senior Seminar CP – ½ credit Required for seniors – This Capstone course starts with examining one's self to understand how to live a balanced life. From there, we learn about caring for the others around us and our environment. Emphasis is also placed on preparation for college. Seniors will learn what it means to be financially and civilly responsible through personal finance and civil law units. Lastly, we will focus on being marketable and employable in the 21st Century. The culmination is a career project including written, visual, community service, and public speaking components.

American Government CP - ½ credit Required for seniors – In this course students will learn about responsible citizenship by learning about their role in democracy and how to become politically active in their communities. Students will learn the foundations and necessities of government, the three branches of government, a comparison of federal, state, and local political institutions, about voting and elections, and their rights under the Constitution of the United States.

Crime and Law – ½ credit – Students will be introduced to the foundations of criminology and the law. We will explore criminal theory, serious criminal offense, the criminal justice institutions (law enforcement, courts, and corrections), and criminal law and procedure. We will hold mock trials to better understand the inner workings of a trial. There are field trips scheduled

to Grafton County Jail and Orange County Courthouse. The final exam consists of making a "know your rights" video for future students.

Contemporary Social Issues – ½ credit – This semester long course will focus on social issues across the world. The course will allow students to expand their global mindsets and engage with topics relevant to their lives. As citizens of a rapidly flattening world we should be aware of the social issues present across the globe, focusing on current organizations and individuals attempting to bring social justice. The course will focus on the following skills: source and information analysis, critical breakdown of controversial issues, and individual responsibilities toward humanity.

Military History – ½ credit – This one semester course is designed to give students an understanding of why the military exists and how it operates. We will answer questions, like: Why do humans go to war? Is war necessary? How does it impact civilians and soldiers? The first quarter will be dedicated to learning the evolution of warfare from ancient to modern times to answer these questions, with a focus on sociology. In the second quarter, students will learn the current structure of different modern militaries to understand what it means to be of a certain rank or job specialty, and current issues (the draft, military spending, etc.).

Psychology – ½ credit – This semester-long course will address the questions of why human beings behave the way that they do. Students will be introduced to various psychological theories that examine this question. Topics will include stages of life, social identity, close relationships, group and individual behaviors. Readings will include but not be limited to a text and projects will include two term papers.

Gender Studies – ½ credit - In this course, students will explore how gender roles in US history have changed and expanded since the 1860's. Students will explore political, social, economic, educational and gender issues from the past and apply them to contemporary issues. We will focus on every day sexism and how it affects not just women but everyone in our culture. Through media and technology, writing, presentations, and discussions, students will broaden their knowledge and critical thinking skills while respectfully considering other perspectives. We will use various texts to explore this topic.

HIGH SCHOOL SOCIAL STUDIES **HONORS AND ADVANCED PLACEMENT OPTIONS**

World Studies I Honors - 1 credit - Honors students sign an honors contract and are placed in classes with World Studies I CP students. By choosing to earn the honors credit in World Studies I, students are making a commitment to challenge themselves and go above and beyond the "college prep" class materials and tasks. Students will need to be ready for the following challenges throughout the year: maintain an "A" or "B" class average at the end of each quarter, complete additional assignments (a couple of possible examples: an essay accompanying a project or use of more resources and more written pages for the research paper), higher level reading assignments, higher level tasks on projects, presentations, and worksheets, peer tutoring, be an academic role model for others in class. Students will not be singled out for choosing to

earn the honors credit, but will quietly receive related, but different, assignments along with the rest of the class. Honors World Studies I follows the same curriculum as World Studies I CP. Please see above. **Entrance to this class is governed by the protocol for Honors and AP classes.**

World Studies II Honors – 1 credit – This course is the second year of a two-year sequence in world history in which students will develop a perspective on how both the past and change relate to their life experience through the process of historical inquiry, and how civilizations have been profoundly influenced by ideals and belief systems. Students will access, analyze, and synthesize information from primary and secondary sources to learn to reflect, think critically, and reason with evidence as they develop a broad perspective and understanding of the development of civilizations through the early modern periods and to present. This broadened perspective will allow students to develop tolerance and respect for others and their beliefs in both the local and global communities. This course is a regional and chronological study of the development of civilizations from the French Revolution to present day. Topics of study include, but are not limited to, modern cultures in China and Japan, modern cultures in Latin America, current issues in the Middle East, and different cultures and how they interact in Africa. We will also touch on more global issues such as culture, population, globalization, immigration, human rights, and climate change. Students will effectively communicate their understanding through written and performance-based learning experiences and assessments. Students will spend a quarter researching and writing an in-depth term paper from their original research. There is a major emphasis on current events. The course curriculum is designed to be responsive to evolving issues in the world today. Extensive reading and writing will take place daily outside of the classroom. **Entrance to this class is governed by the protocol for Honors and AP classes.**

Crime and Law Honors Challenge – ½ credit – This course is combined with Crime and Law and students can choose to take the Honors Challenge. This means additional readings and assignments to further enhance learning. Expectations for work quality are higher than the regular class and students will be expected to act as attorneys for mock trials.

AP US History - 1 credit – This college-level course is a survey of U.S. history from the pre-Columbian period to the present. This course is for highly motivated students culminating in the College Board AP Exam in May. Passing the exam may earn a student credit and/or advanced placement in a college program and is a strong addition to his or her resume. Students will be expected to read primary and secondary sources and do summer work. The school year will include extensive reading, weekly tests, bi-weekly papers, class discussion and debates, a semester exam based on an actual AP test, extra credit lunch and after school study sessions. The year will be concluded with a mural project. By the end of this course we expect each student to think like a historian, write like an author and do well on the exam. **Entrance to this class is governed by the protocol for Honors and AP classes. Prerequisites: Prior summer course work required.**

FINE ARTS
MUSIC OPTIONS

Cool New Music – ½ credit - What is indie folk? How did that artist create that cool effect? What do Bach and Beyonce have in common? What are the best headphones to buy? What is a viola? Who is that Grammy nominee? This class will answer questions like these and more as we explore current topics in music, become familiar with various listening platforms (streaming, internet radio, etc), learn how to describe music and even step outside our comfort zones briefly when exploring various genres. Course materials will include current music publications, newspaper and internet articles, listening examples, YouTube videos and guest speakers. No prior music experience needed.

American Popular Music Survey - ½ credit - This course explores topics in American popular music, including rock, country, hip-hop, folk, pop and other related styles. The scope of the course ranges from early roots to modern performing artists. . It will focus on the history and development of different styles, key artists and compositions, and will strengthen students' listening skills.

Band - Full Year - ½ credit - Band is an ensemble course that focuses on performance skills. Students will work to develop individual instrumental technique, ensemble/listening skills, musicianship skills, and general knowledge of instrumental music. Band is open to all students who have played a band instrument for one year or the equivalent. Piano players, guitar players, or other non-traditional concert band instrumentalists may sign up, but will be expected to play with the ensemble and complete the same assignments. **Prerequisite: One year of study on a band instrument or permission of instructor.**

Chorus - Full Year - ½ credit - This performance and problem-solving based course will focus on the impact of music and song on traditional and contemporary society. The objective is to increase skill and ability in the performance of choral music while gaining a deeper understanding of the importance of traditional, personal, family and community song. Students explore and try to answer the following questions: "What role does music play in my family, both past and present?", "Why is a musical tradition important?" Also, "How has music shaped and been shaped by past societies and how does it manifest in contemporary society?"

Guitar Study I- ½ credit - Whether you are new to the guitar or an accomplished player, this course will address your individual needs. Students will work to develop guitar technique, chord vocabulary, listening skills, musicianship skills, and general knowledge of guitar-related topics. Students will work in a large group as a class for some assignments and individually or in small groups for others. Students will be most successful if they have access to a guitar at home on which to practice, but owning a guitar is not mandatory.

Guitar Study II – ½ credit – This course builds on skills and knowledge developed in Guitar Study I. Students will continue work with guitar technique, chord vocabulary, listening skills, musicianship skills, and general knowledge of guitar-related topics. Course assignments will focus mostly on individual and small group assignments, to meet the specific needs of each

student. Students will be most successful if they have access to a guitar at home on which to practice, but owning a guitar is not mandatory. **Prerequisite: Guitar I or permission of instructor.**

VISUAL ARTS OPTIONS

Intro to Art – ½ credit - Where does art begin and where can we take it? Learn to control line, color and shape to create realistic and abstract 2-dimensional art. We will use charcoal, pencil, pastel, pen and ink and of course paint.

Art History – ½ credit - Covering art from earliest known forms to impressionism. This class will be very hands on and project driven. Possible student projects include: cave painting, clay figurines of Venus of Willendorf, paint a Greek vase with traditional stories and patterns, and students will work with watercolor paints to create their own landscape painting. Students will take notes in class and there will be a research project.

Ceramics – ½ credit – Ceramics is a problem-based course that will focus on the techniques and science of clay. Students begin by developing and becoming familiar with the foundational components in creating with clay. Students will explore artists' styles, universal themes and historic/cultural perspectives. They will work with the Elements and Principles of Design to develop ways of translating work from concept into functional and non-functional pieces of art. Students will review familiar and explore to new ceramic media and applications. They will choose ceramic processes to create pieces that will effectively convey their ideas. **Prerequisite: Successful completion of Creative Art.**

Advanced Ceramics – ½ credit - More time on the wheel to explore shape and form in clay. We will experiment with glazes and wax resist. Students will develop ideas for their own projects.

Digital Photography – ½ credit - We will learn how to see through the lens of a camera. How did we get cameras in the first place? Different photo assignments will mimic real world photo assignments - magazine covers, fashion shoots, action photography and photoshop editing.

HIGH SCHOOL FOREIGN LANGUAGE

All Foreign Language courses are designed to extend over 2 semesters. One-half credit is awarded at the end of each semester.

French I - 1 credit - This course is designed to give students basic skills in speaking, understanding, reading, and writing the French language, as well as awareness of francophone cultures. Work in class includes repetition, oral drill, structured dialogue and small group tasks. Explanations of the structures of the language are given to demonstrate differences and similarities between the French and English languages. Through cultural enrichment activities, students also learn about the people who speak French as their native language.

French II - 1 credit - At this level, students continue to develop their reading, writing, speaking and listening skills. They build their mastery of the language by learning to express themselves in multiple tenses including the past, present and future. Students continue to enlarge their French vocabulary, which enhances their abilities in all four skill areas. Reading, language structure, conversation and simple composition are emphasized at this level. **Prerequisite: Successful completion of French I.**

French III - 1 credit - This course offers an approach to proficiency. Students continue their development of the four language skills through conversation, reading, audio-visual presentations and composition, among other activities. Reading material becomes more sophisticated and includes short stories and at least one literary work. Students begin using many verb tenses and develop greater proficiency in the language throughout the year. **Prerequisite: Successful completion of French II.**

French IV/V - 1 credit - This course offers serious language students the opportunity to gain proficiency in the four skill areas of reading, writing, speaking and understanding French within a thematic and cultural context. Students work to improve upon existing language skills through a variety of projects and activities offered over a two year period. French IV/V bridges the gap between high school and college level French. **Prerequisite: Successful completion of French III or IV.**

Spanish I - 1 credit - This beginning level Spanish course is designed to introduce students to the basic skills of speaking, reading, writing, and understanding Spanish, as well as awareness of the Spanish-Speaking world. This course offers a variety of activities such as: simple dialogue, skits, repetition, work in cooperative groups, and cultural readings/videos. Explanations of the structures of the language are given to demonstrate differences and similarities between the Spanish and English language. Students will also acquire much new vocabulary and learn to form simple sentences using the present tense.

Spanish II - 1 credit - This second level course is designed to build upon the foundation of reading, writing, speaking, and listening skills gained in Spanish I. Students build their mastery of the language by learning to express themselves both orally and in writing using a multitude of tenses such as: the past, present and future. Students will enlarge their vocabulary knowledge as well, which will enhance their abilities in all four skill areas. Students will continue to discover the Spanish-Speaking world in order to make connections and comparisons to their own lives. **Prerequisite: Successful completion of Spanish I**

Spanish III - 1 credit - This course offers an approach to proficiency in the Spanish language. Students continue their development of the four language skills through more sophisticated readings, conversations on a wider variety of topics, presentations and compositions, among other activities. Students will begin using all verb tenses and more complex sentence structures when speaking and writing in order to greater develop their proficiency in the language throughout the year. **Prerequisite: Successful completion of Spanish II.**

Spanish IV - 1 credit - This course offers serious language students the opportunity to gain proficiency in the four skill areas articulated in the Grade Expectations for Vermont's Framework of Standards in the area of Non- Native Language. This course emphasizes reading and writing in the target language. Students will read a variety of shorter and longer texts on a variety of topics (such as Humor, Art, Heroes, etc) and be able to understand the meaning as well as express themselves both orally and in writing about particular themes addressed in the readings. Students will work on a variety of cultural projects both individually and in pairs in order to enhance their understanding of the Spanish Speaking world. This course will bridge the gap between high school and college level Spanish. **Prerequisite: Successful completion of Spanish III.**

Spanish V- 1 credit – This course is designed for students who are serious about excelling in the acquisition of Spanish. It offers students the opportunity to work at an advanced level towards proficiency in the skill areas articulated in both the Vermont and National Foreign Language Standards. Within a cultural context, students become adept in the areas of speaking, reading, writing, and understanding Spanish. The course aims to bridge the gap between high school and college level Spanish. Curriculum, materials, and activities are comparable to those of an advanced placement course or lower level college course. **Prerequisite: Successful completion of Spanish IV.**

ELECTIVE OPTIONS

Driver Education - ½ credit - The Driver Education and Training program consists of a minimum of thirty hours of classroom instruction, six hours of behind-the-wheel instruction, six hours of back seat observation and twenty hours of additional practice logged in a driving journal. All students will be required to have a valid Learner's Permit before they can begin the course. Students are enrolled in priority order of their date of birth, and will begin driving in order of the date they achieve their driving permit, when possible. **First and second year high school students must have grades of C- or higher in all classes for the quarter prior to Driver Education in order to be eligible to take the class.**

FAMILY AND CONSUMER SCIENCES

Foods from the USA - ½ credit - Learn to cook the basics so you can always have healthy, filling recipes in your toolkit. The focus will be on budget friendly recipes that students can prepare with only a few ingredients. This class gives students the opportunity to try new foods and experiment with flavors. Learn ways to cook venison, garden produce, and local seasonal ingredients.

Hands On Plants – ½ credit - Students will learn how to make healing foods, teas, cosmetics, cleaning products and gifts featuring herbs and other healthful plants. Lots of samples to try and take home will be made every week in this hands-on class. An entrepreneurial experience will be the focus on the second quarter of the class and the profits will benefit local food shelves.

Baking 101 – ½ credit - We will learn the science and how-to behind lots of popular foods - bagels, pretzels, bialys, cupcakes, muffins, pizza, cakes, and cookies. Make these foods from scratch to suit your taste buds and enjoy this creative outlet knowing the science for success.

Plants & Herbs – ½ credit - Use the ingredients from the grocery store to create herbal remedies that you will love to use for staying healthy and stress free. We will make foods with herbs and do lots of taste tests. Projects may include: creams, lip balm, aroma sprays, salves, solid perfume and more. If you like hands on learning this will be a relaxing and fun part of your day.

MULTIMEDIA AND TECHNOLOGY

Digital Design – ½ credit - Students will explore design technologies for print, web, and 3D applications. Projects will include various graphic design products created in Adobe Photoshop, simple websites, and digital models created using 3D modeling software. Focus will be given to the principles of design, effective use of technology, and the ability to effectively communicate in digital and visual formats. This course is an introduction to foundational skills and technologies used by professionals in the graphic, web, animation, and industrial design fields.

Advanced Digital Design – ½ credit - Students will learn to problem solve through an applied design process, identifying a real world need, conducting research and planning, brainstorming design solutions, and culminating with a 3D model to be printed as a physical product. Student work will chronicle an organized, individual design process from inception through completion, with graded products building upon each other and serving as checkpoints throughout the semester. The semester will end with each student presenting and “pitching” his or her work to a public audience, just as one would do in the professional world. This course is ideal for those interested in the fields of industrial, architectural, prototype and/or product design.

RIVER BEND CAREER & TECHNICAL CENTER FOUNDATION COURSES

Construction Technologies and Residential Energy – ½ credit – This class will introduce you to light residential construction, architectural drafting, blueprint reading, estimating codes and regulations, energy conservation and sustainability, and principals of framing and finish carpentry. Students will also explore HVAC systems, solar, and wind energy.

Culinary Arts Foundations – ½ credit – Are you interested in becoming a Chef , Baker, Short Order Cook , Restaurant Owner, Caterer, Personal Chef, Nutritionist, or Dietician? Our program will prepare you well with a complete restaurant experience at "The Inn at River Bend" where we prepare and serve meals. You'll learn about restaurant management, cooking methods, nutrition, food safety, sustainability, growing fresh vegetables, and teamwork. You'll discover your own creative talents as you learn to combine ingredients and develop your own palate.

Electrical Technology Foundations – ½ credit – Have you thought about becoming an electrician or have an interest in alternative energy or becoming an electrical engineer? In this class you will learn about low-voltage systems such as fiber optic, audio, video, telephone, and

alarm systems. Students will be introduced to the basic of electrical systems and components to help direct future career decisions.

Emergency & Fire Management Foundations – ½ credit – Have you always wanted to be a Firefighter or an EMT? Would you like to learn more about the Criminal Justice System? Does a life of public service appeal to you? It takes a special personality to choose Emergency Response as a career field. The desire to help, the ability to overcome your own fears, a calm and cool attitude in stressful situations, will all be necessary to be successful if you're working in firefighting, emergency medical care, or in law enforcement.

Gaming/Animation/Web Design Foundations – ½ credit – You will explore how visual imagery works in multiple digital platforms, such as game making, programming, character creation, creative writing, graphic design, and various forms of animation. Students will incorporate elements and principals of art to produce rich content, which will then be marketed and promoted on the World Wide Web. Software could include Stop Motion Pro, Autodesk, 3D MAX, Google Sketchup, Adobe Creative Suite Applications, Game Maker, Blogging, Aurora, UDK, and Unity engines, MS Office and Google Docs, HTML & CSS Animation Software.

PHYSICAL EDUCATION

Fitness - ½ credit – This course focuses on the individual student and his or her own fitness level. Students will begin with a baseline assessment, set goals relating to personal fitness, and develop a plan to work toward those goals.

Lifelong Activities – ½ credit – This course will focus on activities that can be carried through adulthood. These may include racket sports, golf, bowling, hiking, and more.

Team Sports – ½ credit – This course focuses on team activities, team building, sportsmanship, and the group process. Activities may include floor hockey, basketball, soccer, and softball.

Intro to Yoga – ½ credit - Can't touch your toes? Can't get out of bed in the morning? Is your eyelid twitching from the stress of school? Or do you just want to run faster and farther at the next meet or game? If the answer to any of these is yes, or if you are even curious about it, then you should try out Yoga. It's the perfect class to help you increase strength and flexibility, relieve stress and tension, and improve cardiovascular health.

HEALTH

Health 10-12 - ½ credit - Health is designed to provide students with the awareness, knowledge, and skills needed to make proper decisions about the numerous health-related issues that confront every individual and family during one's lifetime. Emphasis is placed on a practical and realistic approach to health issues such as AIDS education, preventive medicine, physical fitness, alcohol and drug abuse, family and social health, and environmental health. This course is only for students in grades 10-12 who did not fulfill the freshmen health requirement.

**PHYSICAL EDUCATION AND HEALTH
(REQUIRED FOR FRESHMEN)**

Physical Education - ½ credit - Emphasis will be placed on fitness concepts, lifelong skills, and the understanding of recreation, team, and individual activities. Students will be challenged to improve their skills socially, physically, and cognitively.

Health - ½ credit - Health is designed to provide students with the awareness, knowledge, and skills needed to make proper decisions about the numerous health-related issues that confront every individual and family during one's lifetime. Emphasis is placed on a practical and realistic approach to health issues such as AIDS education, preventive medicine, physical fitness, alcohol and drug abuse, family and social health, and environmental health.

RIVER BEND CAREER AND TECHNICAL CENTER CLASSES

Juniors and seniors can enroll in a variety of courses that will prepare them for a career or to seek additional training in a career field at a trade school, technical school, or college.

Prerequisites for consideration for any program at River Bend include a minimum of ten credits by the end of tenth grade including two credits in math, English, and science plus four additional credits. Interested juniors and seniors must complete the required application, complete a required visit, and meet the prerequisites. Any student with an interest in career and technical education should see a guidance counselor for more information. For each year a student successfully completes in a River Bend program, Oxbow High School awards one half (.5) embedded credit toward the graduation requirement for that subject.

River Bend also offers a Pre-Technical Exploratory Program for grade 10. This program is designed to help students assess their skills, knowledge and interests while spending time in technical programs. Students will also be learning English and Math through a standards-based curriculum. Students must complete an application.

(continued on next page)

PROGRAMS OFFERED

PROGRAM	EMBEDDED HS CREDIT	CERTIFICATIONS	COLLEGE CREDIT OPPORTUNITIES
Automotive Technology	Science	NATEF Certification OSHA 10hr Card Auto Svc Excellence & MLR Light Repair, S/P2 (Safety/Pollution Prevention)	Intro Auto Tech, Auto Mechanics & Light Repair, Brakes I, State Inspection, Suspension & Steering, Hydraulic Brake System
Construction Tech & Res Energy	Science	OSHA 10hr Card Assoc of Gen Contract Cert	CMCC: Intro to Power & Hand Tool Safety
Cosmetology	Science	700hrs Toward Licensure S/P2(Safety/Pollution Prevention) OSHA 5hr Card	
Culinary Arts	Science	ServeSafe Certification	NECI: Sanitation & Safety, Culinary Fundamentals, Science Connection, French Classic Cuisine
Diversified Ag/Nat. Resources	Science	OSHA 10hr Card Game of Logging Cert Trapper Education & Bow Safety, Tractor Safety	
Electrical Technology	Science	1000 hrs Apprenticeship OSHA 10hr Card CPR & First Aid Cert NABCEP (N. Amer Board of Cert Energy Practitioners)	LRCC: Res Wiring & Blueprint Rdg (5cr)
Emergency & Fire Management	Science	CPR & First Aid Cert HAZMAT Operations Wild Land Fire Firefighter I Cert EMT Cert	VTC: Firefighter I (3cr) Emerg Med Svcs (3cr)
Gaming/Animation/Web Design	Art	OSHA 10hr Card	CCV: Intro to Flash Animation (3cr) Digital Image Manip (3cr)
Health Science	Science	CPR & First Aid Medical Terminology Cert Blood Borne Pathogen Cert	RVCC: Biology, Medical Terminology, Psychology, Nutrition
Heavy Equip Op & Maint.	Science	CPR & First Aid Cert OSHA 10hr Card Traffic Control Tech Flagger Training Game of Logging Cert	
Small Engines and Power Equipment	Science	CPR & First Aid Cert OSHA 10 hr Card Game of Logging Cert	