

# Oxbow High School



## Program Of Study

2017-2018

**Oxbow High School  
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Bradford, VT 05033**

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**Principal  
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**The Oxbow School Counseling Department is available to help with questions about enrollment and course registration. Please contact a counselor at 802-222-5214.**

**Lomond Richardson, School Counseling Coordinator & Grades 11-12  
Kathy Garone, School Counselor – Grades 9-10  
Katherine Chobanian, School Counselor – Grades 7-8**

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## **GRADUATION REQUIREMENTS**

Students must earn at least the stated number of credits in the following areas:

<b><u>ENGLISH</u></b>	<b>4 credits</b>
<b><u>MATHEMATICS</u></b>	<b>3 credits</b>
<b><u>SCIENCE</u></b>	
Life Science	<b>1 credit</b>
Physical and Other Science	<b>2 credits</b>
<b><u>SOCIAL STUDIES</u></b>	
United States History	<b>1 credit</b>
American Government	<b>½ credit</b>
Senior Seminar	<b>½ credit</b>
Social Studies Electives	<b>2 credits</b>
<b><u>FINE ARTS</u></b>	<b>1 credit</b>
<b><u>ADDITIONAL CREDITS (ELECTIVE)</u></b>	<b>6 credits</b>
<b><u>PHYSICAL EDUCATION</u></b>	<b>1½ credits</b>
<b><u>HEALTH:</u></b>	<b>½ credit</b>
<b>Total credits needed for graduation:</b>	<b>23 credits</b>

**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 a content area depending on the specific program and the student's Personal Learning Plan.

Grade 9 and 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 as aligned with program curriculum and the student's Personal Learning Plan.

## ACADEMIC INFORMATION MIDDLE SCHOOL

### Requirements

Middle school students are required to enroll in both core classes and enrichment courses. Core classes are math, science, English, and social studies, which meet daily for the duration of the year. All students rotate through enrichment courses which may include art, music, family & consumer science, guidance, or communications. Middle school students also take Physical Education.

### Electives

Seventh and eighth grade students may elect to enroll in band and/or chorus. Eighth grade students choosing both band **and** chorus are unable to take physical education because of scheduling conflicts. Students choosing to take one, band **or** chorus, will take physical education on the opposite days of the course that they choose. Eighth grade students have the opportunity to enroll in a level I French or Spanish course that meets daily. Taking French or Spanish gives students a seventh class in a seven period day and takes up what would otherwise be a study hall.

### Extra-Curricular Activity Eligibility

Students must receive a passing grade in every course during the preceding marking period for eligibility during the next marking period. (**An average grade of 65 is considered passing for the quarter.**) The fourth marking period of the preceding year will determine eligibility for the first marking period of the following year. All students enter 7<sup>th</sup> grade eligible for fall sports. A student participating in any extracurricular activity becomes ineligible and eligible on the day report cards are issued. A grade of "I" (incomplete) does not make a student ineligible. The student with an incomplete grade has two weeks from the close of the marking period to make up the work, unless extenuating circumstances exist (i.e. an extended illness). If the incomplete grade is not made within two weeks, the teacher will record the grade of record at that time. Incomplete grades may only be assigned extreme situations. The following extra-curricular activities are available to middle school students. Soccer, Basketball, Cross-Country Running, Alpine Skiing, Softball (girls), Baseball (boys), Golf, Indoor and Outdoor Track & Field, Drama, Student Council

### Criteria for Entrance to 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. Placement in challenge classes is initially based on a combined SBAC score of 6 in sixth grade. Parents, students, or teachers may recommend a student to move to challenge class during the course of the year should academic performance so warrant it. In math, a student should take Math 8 Challenge in order to be prepared for Honors Geometry in the ninth grade, keeping in mind that restrictions in the master schedule require that students take all four challenge classes. Students with grades below an average of C- in a challenge class may be asked to transfer from the course in consultation with the student and family.

## 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 vocational, social, physical, 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. Students who wish to graduate before the class with which they started in the ninth grade must have their request approved by the principal. Such requests are ideally made 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 - Minimum Coursework at Oxbow Necessary to Earn an Oxbow High School Diploma**

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 taking Oxbow High School classes in order to earn an Oxbow High School diploma. This is to be defined as having passed at least five (5) half credit classes in one semester. Once completed, provided the student has the necessary credit distribution with their transfer credits 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 Student Services office, before enrolling in an independent study class. The contract requires student, parent, school counselor, administrator, department coordinator, and school counseling coordinator approval. 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. Credit will be awarded by using this formula: 55 hours of study = ½ credit. Independent study teachers must meet with their student at least weekly for credit to be awarded. Independent study classes will carry the designation “IS” on the transcript.

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

Students enrolled at Oxbow High School may complete up to two (2) credits, 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 all costs associated with the completion of outside credits will be the responsibility of the student and his/her parents or guardians.

Obtaining prior approval for classes: Students should pick up the pre-approval form from the Student Services office, meet with a school counselor, complete all of required information and return the form to the 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 his/her school counselor after completion of the class. No information will be added to the transcript until all required documentation is received.

### **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 appropriate form available in the Student Services office. 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 Student Services 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. Students interested in this 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, not for work simply undone. 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, unless there are extreme circumstances. If a student receives an incomplete and the work is not completed by the deadline, 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 F). 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 10<sup>th</sup> grader, a student must have earned 5.5 credits and have successfully completed one credit in English and one credit in Mathematics in their 9<sup>th</sup> grade year. To be classified as an 11<sup>th</sup> grader, a student must have earned 11 credits and have successfully completed one credit in English and one credit in Mathematics in their 10<sup>th</sup> grade year. To be classified as a 12<sup>th</sup> grader, a student must have 17 credits at the end of the 11<sup>th</sup> 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 School Counseling 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 event. 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 will be a student's GPA at the end of the junior year and the student with the highest GPA will be the nominee.

### **Extra-Curricular Activity Eligibility**

Students must carry at least five daily classes each semester. Students must receive a passing grade in every course during the preceding marking period for eligibility during the current marking period. The fourth marking period of the preceding year will determine eligibility for the first marking period of the following year. A course taken in Summer School will not be considered in lieu of a course failed during the fourth marking period. A student participating in any extracurricular activity becomes ineligible and eligible on the day report cards are issued. A grade of "I" (incomplete) does not make a student ineligible. The student with an incomplete grade has two weeks from the close of the marking period to make up the work, unless extenuating circumstances exist (i.e. an extended illness). If the incomplete grade is not made up on time, the teacher will record the grade of record at that time. Incomplete grades may only be assigned in extreme circumstances.

### **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 ENTRANCE TO HONORS AND ADVANCED PLACEMENT CLASSES

### **Honors Courses:**

English 9 Honors  
English 10 Honors  
World History 9 Honors  
World History 10 Honors  
Crime and Law Honors  
Earth Science Honors  
New England Landscape Honors  
Biology Honors  
Geometry Honors  
Algebra II Honors  
Pre-Calculus Honors

### **AP Courses:**

AP Literature & Composition  
AP Language & Composition  
AP U.S. History  
AP Biology  
AP Calculus

### **Student Entrance Requirements:**

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 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 weight will be calculated into the GPA.

## MIDDLE SCHOOL COURSES

### GRADE 7

**English 7 Challenge** – This course 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. For instance, students read fifteen self-selected books while students in Challenge English read twenty. Students may be asked to write a paragraph in response to a text, while students in Challenge English write an entire five-paragraph (or six, in the case of a persuasive essay) composition.

**English 7** – This course uses the Common Core framework as a foundation, moving through content that includes Shakespeare's "Hamlet," Grimm's Fairy Tales; writing informational and persuasive essays; a prescriptive vocabulary program based on Wordly Wise 3000, Book 7; a grammar immersion unit that moves from parts of speech, and a self-selected reading program assessed by Accelerated Reader.

**Social Studies 7 Challenge** - The same themes are covered as in the regular 7<sup>th</sup> grade class. This course requires more in-depth analysis from students and greater opportunity for independent work.

**Social Studies 7** - Social Studies (Geography) offers students a global view and places historical and contemporary events in context. The class prepares students for a study of history by creating a common vocabulary and geographic literacy.

**Math 7 Challenge (Pre-Algebra)** - This class is designed to bridge concrete math to the abstract concepts of algebra. It emphasizes new terminology and concepts. Math 7 Challenge is for those students who have mastered the basic operations with respect to whole numbers, fractions and decimals. The use of calculators will be allowed in this course. Students will be using formulas, and through discovery will be writing their own formulas as well as solving one and two step algebraic equations. Successful completion (C- or better) of this course is a prerequisite for eighth grade challenge math.

**Math 7** - Essential math class is designed to teach students how to manipulate whole numbers, decimals, and fractions using the four basic operations. Students will be creating a math portfolio and will learn how to write up math problems using state guidelines. Students will also be involved in several projects throughout the year, designed to relate math to the “real world”. Essential math is back to basics and much more!

**Science 7 Challenge** – This course 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.

**Science 7** - This 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.

#### **ENRICHMENT - 7**

**Physical Education 7** - In this coed course, emphasis is placed on skills, knowledge, and the development of coordination through team sports and recreational activities. Supplemental to the physical education curriculum, 7<sup>th</sup> grade students will participate in a semester long group guidance program. The group, which meets once per week during first semester, is facilitated by the middle school guidance counselor and focuses on personal and social growth through activities and discussion.

**Music 7** – This is a twelve-week course 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 7** - This course follows a very traditional Home Economics course outline. Students work on individual projects and team or cooperative projects in the areas of clothing and textiles, foods and nutrition, and adolescence. Students will have the course for one twelve-week term in 7<sup>th</sup> grade.

**Guidance 7** – In this class students will learn about and be exposed to topics related to three areas of focus: academic, personal/social, and career/post-secondary education. Some examples are: study skills, test taking skills, note taking skills, time management, leadership and character development, cyber/bullying prevention, dating and consent, self-care, managing our emotions, mental health 101, and substance use/abuse. We will also work on Personalized Learning Plans (PLP), which will focus on identifying core values, setting goals, and exploring careers and interests. Students' work (individual and group) will be measured against the ASCA standards on Mindsets & Behaviors for Student Success. Students receive a proficiency score rather than a letter grade in this class.

**Technology and Library Skills 7** - Students will learn about the many resources made available through the Oxbow High School library, including but not limited to physical books, digital audio and eBooks, interlibrary loan, various electronic devices and online subscription services. Students will also learn to efficiently leverage software to create a variety of products and practice academic skills that will be of value throughout their middle/high school careers. Programs explored include various Google apps as well as digital media production packages. Finally, students will complete a unit focused on digital citizenship, learning to navigate and utilize the internet in a safe and responsible manner.

### **ELECTIVES - 7**

**Band MS** – 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 MS** - Basic choral techniques and musicianship are studied and practiced through a variety of choral literature in various styles, languages and cultures. The class meets every other day. (T/Th/every other Friday) There will be two performances given throughout the year.

\*\* Due to restrictions in our master schedule PE is offered during the same period as band and chorus. Students signing up for **both** classes are not able to be scheduled into PE.

## **GRADE 8**

**English 8 Challenge** - Reading, watching, thinking deeply, analyzing both sides of an argument, discussing, debating, presenting, writing effectively, and studying vocabulary will all be included in the 8th grade year. Students in the challenge class will read and write more and will be graded with more rigorous expectations. Reading will include historical fiction connected to what you're studying in 8th grade social studies as well as more contemporary pieces and some self-selected reading.

**English 8** - Reading, watching, thinking deeply, analyzing both sides of an argument, discussing, debating, presenting, writing effectively, and studying vocabulary will all be included in the 8th grade year. Reading will include historical fiction connected to what you're studying in 8th grade social studies as well as more contemporary pieces and some self-selected reading.

**History 8 Challenge** - This course is designed for the self-motivated student who is willing to be challenged. The class introduces students to the issues and themes in US History from the late establishment of the European colonies in North America through the Civil War. Focus themes involve intolerance, bias, the development of democracy and citizenship. Skill development involving

the use of primary sources, written detailed response pieces, reading historic literature, and researching independently are also stressed.

**History 8** - This course is designed to introduce students to some of the basic issues and themes of American History. The course covers material from the late establishment of the European colonies in North America through the Civil War. Emphasis is placed on founding concepts of American government and society. Units will include an emphasis on social studies skills that can be applied in dealing with information beyond that being studied. These skills include reading a range of text, using graphic organizers and writing constructed and extended response piece.

**Math 8 Challenge (Algebra 1)** - The course follows a traditional Algebra I curriculum. This course requires students to have previously mastered basic math skills. Successful completion of the 7<sup>th</sup> grade challenge math curriculum (C- or better) and the algebra readiness test are pre-requisites for this course. Strong organizational skills and problem solving skills are highly recommended. Work requirements are more intense and require a high level of self-discipline.

**Math 8 (Pre-Algebra)** Math 8 is a Pre-algebra course designed to give 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.

**Science 8 Challenge** - will cover the same content but include more in-depth lab exercises, more independent research, and greater autonomy in designing experiments.

**Science 8** - The physical science curriculum will cover basic chemistry, motion and energy, properties of sound and light, and electricity and magnetism. Students will be prepared to enter high school science with skills including the scientific method, measurement, scientific research and analysis, reporting, experimentation, and scientific literature.

## **ENRICHMENT - 8**

**Physical Education 8** - In this coed course, emphasis is placed on skills, knowledge, and the development of coordination through team sports and recreational activities. All students are expected to participate unless a physician excuses them. Supplemental to the physical education curriculum, 8<sup>th</sup> grade students will participate in a semester long group guidance program. The group which meets once per week in the second semester is facilitated by the middle school guidance counselor and focuses on personal and social growth through group activities and discussion.

**Art 8** - The focus of arts study in the 8<sup>th</sup> grade year is to introduce several culturally diverse art projects. Artistic concepts and skills include hand building with clay, working with pattern, creating a graphic block print, drawing represent figures in motion and using those figures to illustrate stories. Art 8 is an everyday course for one quarter.

**Family and Consumer Science 8** - The 8<sup>th</sup> grade program for Family and Consumer Sciences continues on the basics of the 7<sup>th</sup> grade program. It focuses on the issues of family living and relationships, child development, consumer management, housing and home environment. Students have the course for one twelve week term during the 8<sup>th</sup> grade.

**Guidance 8** – In this class students will learn about and be exposed to topics related to three areas of focus: academic, personal/social, and career/post-secondary education. Some examples are: study skills, test taking skills, note taking skills, time management, leadership and character development, cyber/bullying prevention, dating and consent, self-care, managing our emotions, mental health 101, and substance use/abuse. We will also work on Personalized Learning Plans (PLP), which will focus on identifying core values, setting goals, and exploring careers and interests. Students' work (individual and group) will be measured against the ASCA standards on Mindsets & Behaviors for Student Success. Students receive a proficiency score rather than a letter grade in this class.

**Communications 8** - The 8th Grade Communications rotation can take several different forms. This year the class will concentrate on developing reading and speaking skills through the use of Readers' Theater. Students will play a variety of "theater games" designed to develop group dynamic skills. Readers' Theater plays will be used extensively, culminating with the students creating and performing their own, original plays.

## **ELECTIVES - 8**

**Band MS** - 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. Band meets every other day. (M/W/every other Friday)

**Chorus MS** - Basic choral techniques and musicianship are studied and practiced through a variety of choral literature in various styles, languages and cultures. The class meets every other day. There will be two performances given throughout the year. (T/Th/every other Friday)

**French I** - This is a high school course for **motivated** students. Classroom activities include oral repetition and drills, oral presentation of dialogues and skits, memorization and vocabulary practice, workbook exercises designed for reinforcement and retention of material learned, and some cultural activities. Speaking and understanding are emphasized. Reading skills are developed and writing is limited to structured or directed activity. The goal of this course is to complete Level I of foreign language instruction, or to give a solid foundation for students who feel they need further instruction in Level I when they reach 9<sup>th</sup> grade. **Students must be motivated and willing to do a small amount of homework daily.**

**Spanish I** - This is a high school course for **motivated** students. The course is being offered through the online platform by VTVLC and monitored daily in the regular classroom. The goal of this course is to complete Level I of foreign language instruction, or to give a solid foundation for students who feel they need further instruction in Level I when they reach 9<sup>th</sup> grade. **Students must be motivated and willing to do a small amount of homework daily.**

## **HIGH SCHOOL COURSES**

### **ENGLISH**

**English 9 Honors - 1 credit** - The honors section of English 9 follows the same, general curriculum as English 9 CP with additions and changes designed to better prepare students for Advanced Placement English courses in their Junior and Senior years. Additional Self-Selected reading assignments are

required, and students are held to a higher standard of achievement in all writing assignments.

**Entrance to this class is governed by the protocol for Honors and AP classes.**

**English 9 CP - 1 credit** - This course covers the areas of reading, writing, speaking, and listening. Literature will range from contemporary, Young Adult novels to classic American novels, poetry and plays. The informational text we examine will include current news articles as well as historic documents and speeches. The fundamentals of writing will be addressed, with a concentration on sentence and paragraph structure, proper use of grammar, and editing. Students will have an opportunity to express themselves verbally on a variety of topics during informal class discussions and more formal 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 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. **This class can include extended learning opportunities and be taken for honors credit.**

**English 11 – 1 credit** - This course will focus on improving reading skills in preparation for graduation and beyond. Students will read extensively from novels of their choice as well as focus on a collective weekly informational text. Prescriptive vocabulary will also be taught as a means of increasing reading skills and in preparation for college testing. Moreover, students will compose both short and long essays and responses, focusing on response to text and argumentation as well as engaging in reflective writing and narrative. Students should expect to receive twenty to thirty minutes of homework a day, mostly in the form of reading. Writing will be mostly of the in-class variety to utilize in-school technology.

**Horror Literature and Film 1 and 2 - 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.

**Sweet and Sour – ½ credit** - This semester-long course for seniors 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.

**Other Places, Different Voices – ½ credit** – This course is designed to serve as an introduction to characters from other parts of the world. Novels, memoirs, short stories, film, and nonfiction readings will be incorporated. Some of the literature is set in the US (may include Maine, California, Washington, and Louisiana), some is set in other countries (may include Burma, Cuba, India, Mexico, Somalia, Thailand). Readings, vocabulary, written pieces, and projects will be required.

**The World Around Us – ½ credit** – This course is designed to serve as an introduction to issues that people face, both here and abroad, now and possibly in the future, with an eye to looking at what causes these problems and how they can be coped with and/or resolved. Novels, memoirs, short stories, and nonfiction readings will be incorporated. Some of the literature is set in the US and some in other countries (may be India, Mexico, Nepal, North Korea, Sudan, and Tanzania). Readings, vocabulary, written pieces, and projects will be required.

**Lit Out Loud – ½ credit** - is a semester-long English course which engages a series of young adult novels and short stories aloud. Class members play the parts in the texts, bringing the plots alive. Reaction papers are a weekly component of the course as well. Titles include Kate Morgenroth's "Jude," Gail Giles's "Playing in Traffic," Colleen Hoover's "Ugly Love," and Natasha Preston's "The Cabin."

**AP Language & Composition - 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 - 1 credit** - This course focuses on the nationally administered College Board AP Exam taken in May. This is a process-based course, contrasting with the content-based focus of other Advanced Placement offerings at Oxbow. Since its inception in 1997, 229 of 308 students have passed the exam (74%) with an average score of 3.2. The course involves close reading and interpretation and prompt-driven on-demand writing. Students select from a list of twenty-five classic and twenty-five contemporary novels and complete readings in two-week cycles. Four additional novels, including a pre-course summer reading are assigned. The first semester focuses on analyzing prose and its literary devices. The second semester focuses on pre-20<sup>th</sup> century and contemporary poetry and its literary devices. In addition, short stories and poems are assigned from the central text, Literature: Structure, Sound and Sense. **Prerequisites: Prior summer work required. Entrance to this class is governed by the protocol for Honors and AP classes.**

## MATHEMATICS

**Algebra I CP - 1 credit** - The Algebra I program is recommended for all students and is the typical entry point for high school mathematics for ninth graders. Topics in the course include linear equations and inequalities, graphing models and tables, exponential equations and growth rate, direct and inverse proportions, introductory probability, ratios, percentages, sequences and series.

**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.**

**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. Prerequisite: Honors Geometry or permission.**

**Geometry CP - 1 credit** - This course deals with the relationships that exist between geometric content and geometric applications in the physical world. A study of geometric reasoning and the writing of proofs 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.**

**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 Algebra I or the equivalent, 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 2 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. Prerequisite: Honors Algebra II or permission.**

**Calculus AP - 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. Prerequisite: Pre-Calculus Honors or permission.**

**Statistics - 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. **Prerequisites: Successful completion of Algebra II (or higher) or permission.**

**Math Web Design - ½ credit – Spring Only:** This course explores the fundamental principles of “good” website design. Students learn the basic structure of a web page using HTML coding, design forms, use Cascading Style Sheets and embed javascript commands. In addition to exploring the whys and hows of website design, students create and publish their own web pages using FTP software. Student can self select additional topics such as coding in Python or delve more into HTML / JavaScript coding and modifying a WordPress template. **Prerequisite: Successful completion of 9th grade and 10th grade mathematics courses**

**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: Successful completion of 9th grade and 10th grade mathematics courses.**

## SCIENCE

**New England Landscape Honors - 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.**

**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.

**Earth Science Honors – 1 credit -** The Earth Science Honors class will include extra research and self-guided experiments throughout the year.

**Biology CP and General - 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. Students who are recommended for the General level Biology will have specific accommodations.

**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 fast pace and students will be expected to cover more material. **Entrance to this class is governed by the protocol for Honors and AP classes.**

**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.**

**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.**

**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.**

**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.

**Astronomy – ½ credit** - This semester long course will explore the Universe and our place in it. We will study Earth to include it's orbit, place in it's Solar System and the Universe, and what makes it the only known planet we can live on. A large portion of the curriculum will include studying our Solar

System, Sun, planets in our Solar System. The class will also explore other objects in our Solar System like comets, asteroids, meteors, and dwarf planets as well as the search for life outside our planet. We will also spend time studying black holes and other strange “dead” stars. There will be mandatory star watches in the evening hours after school.

**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 Vermont police academy and the Henry C. Lee Institute of Forensic Science in New Haven, CT. Students will have the opportunity to speak with an individual who was accused and convicted of a crime he didn't commit. Their final project will involve research related to an aspect of criminology they choose. **Prerequisite – Forensics I.**

**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 9 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 9 Honors – 1 credit** – This course mirrors World Studies 9 CP and Honors designation and credit will be earned with an honors contract and differentiated, honors-level work in the classroom. By choosing to earn the honors credit in World Studies I, students are making a commitment to go above and beyond with class materials and tasks.

**World Studies 10 CP – 1 credit** – This year-long course focuses on modern world issues. Units are both geographic and thematic with a strong emphasize on sociological concepts. Topics will include population, the environment, globalization, immigration, human rights, climate change, rising global terrorism, population and religion (among others), as well as issues that are specific to particular regions including Africa, Europe, Former Soviet States, China, Latin America and North America. There is a major emphasis on current events. The course curriculum is designed to be responsive to evolving issues in the world today.

**World Studies 10 Honors – 1 credit** – This year-long course focuses on modern world issues. There will be a strong emphasize on sociological concepts. Topics will include culture, population, globalization, immigration, human rights, climate change, terrorism, population and religion (among others), as well as issues that are specific to particular regions including Africa, Former Soviet States, China, India and North America. 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.

**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 informed judgments.

**U.S. History CP - 1 credit** - This course is a chronological survey of United States History. The first semester begins with Reconstruction and goes to WWI. The second semester will cover the many events and changes in the United States during the Twentieth Century starting with the Great Depression and ending with the Cold War. Through out the course an emphasis will be placed on understanding how history is affecting the United States today through the use of current events and primary source materials. Group and individual projects, as well as class presentations, are used as formats to explore topics that include historical perspective, bias, immigration, industrialization, the labor movement, intolerance, popular culture, and the changing role of the United States in international affairs.

**AP US History - 1 credit** – This course is for highly motivated students culminating in the College Board AP Exam in May. Advanced Placement U.S. History is a college-level introductory course that examines America’s political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. We will work through the course chronologically, but will also loop around to historical issues and changes thematically using the following themes:

- American and National Identity
- Politics and Power
- Work, Exchange, and Technology
- Culture and Society
- Migration and Settlement
- Geography and the Environment
- America in the World

Our central theme will be the changing contours of American freedom and our Constitution. In class you should expect a mixture of discussion, activity, and lecture. A heavy emphasis will be placed on developing historical thinking skills in our reading and writing in class. Students will take notes, discuss important readings relating to the themes of U.S. History, and analyze primary and secondary sources. It is expected that students read outside of class so that the majority of our time can be spent diving deeper into the material through discussions and questions. 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**

**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. Students may be given the opportunity to earn Dual Enrollment college credit for this course if they choose to enroll in that section.

**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.

**Crime and Law – ½ credit** – This is a semester-long course in which students will be introduced to the foundations of criminology and law. We will explore deviance and criminal theory, constitutional

law and civil liberties, murder and serial killers, juvenile justice, civil law, and the criminal justice system: law enforcement, corrections and the courts. We will hold mock trials and have police officers as guest speakers. There are field trips scheduled to the Grafton County Jail and the Orange County Court. Students may also choose to enroll in the Dual Enrollment course Intro to Criminal Justice through CCV, see your school counselor for more information.

## **ARTS**

### **Music Options:**

**Chorus - Full Year - ½ credit** - High School Chorus is open to all students in grades 9-12. Basic choral techniques and musicianship are studied and practiced through a variety of choral literature in various styles, languages and cultures. The class meets five days over a two-week period with study hall on alternate days. District and All-State preparation along with individual voice, and small ensemble lessons are offered on non-chorus days. There will be two performances given throughout the year.

**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.**

**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.

**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.

### **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.

**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.

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

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

## **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 articulated in the Grade Expectations for Vermont's Framework of Standards in the area of Non-Native Language. Within a thematic context, students work to improve upon existing abilities to read, write, speak and understand French. Through a variety of projects and activities offered over a two year period, the course will bridge the gap between high school and college level French. **Prerequisite: Successful completion of French III or IV.**

**Spanish I - 1 credit** - The course is being offered through the online platform by VTVLC and monitored daily in the regular classroom. Are you new to the experience of taking world language courses in middle or high school? This course provides students a more relaxed pace over the course of a full academic year. If you are looking for a faster paced world language program or the ability to take two years of a language in a single academic year, then look at Spanish I - Semester Pace. ¡Bienvenidos! Welcome! You are about to go on a trip to Spain, Cuba, Colombia and Argentina. As you explore each of these countries, one of our student bloggers will be there to help you learn about each place and its unique characteristics. As you travel to each country, you will learn how to speak Spanish in many practical and useful ways. You will learn how to greet people, introduce yourself, speak about your home, family, school, and community. As you learn basic vocabulary and grammar skills, you will expand upon your knowledge and learn to speak about more complex topics such as shopping, weather, sports, entertainment and leisure activities. New words and phrases will be introduced with pictures, audio clips and examples. You will learn basic Spanish grammar to help you build your fluency and understand the structure of the Spanish language. There will be many opportunities to practice what you learn through interactive practice activities in the form of games, written practice, listening and speaking exercises. You will also explore the cultures of Spain, Cuba, Colombia and Argentina by learning about geography, foods, celebrations, and traditions from each place. Our student bloggers guide you through these countries and help you to appreciate and learn about their diversity. ¡Buen Viaje! Enjoy your trip! Take advantage of your travels by sharing what you learn with family and friends!

**Spanish II - 1 credit** - The course is being offered through the online platform by VTVLC and monitored daily in the regular classroom. Are you ready for some more adventure? In Spanish II, you'll travel through Central America and the Caribbean spending time in museums, traffic jams, and even in the hospital. But don't worry, there is a plane waiting to take you back home at the end of your journey. In this course, you'll broaden your Spanish vocabulary and your knowledge of grammar. You'll meet people from many different countries and cultures. While waiting for your plane ride home, you'll also meet some Spanish-speaking people from different parts of the United States. The purpose of this course is to strengthen your Spanish listening, speaking, reading and writing skills. You'll also experience the beauty and expressiveness of a language that is shared by different people and cultures throughout the world. **Prerequisite: Successful completion of Spanish I**

**Spanish III - 1 credit** - The course is being offered through the online platform by VTVLC and monitored daily in the regular classroom. Here we go on another adventure! In Spanish 3, you will meet and accompany four teens of Hispanic backgrounds as they learn about and travel to several Spanish speaking countries. In this course, you will have many opportunities to use the Spanish you already know as well as opportunities to expand your vocabulary, your knowledge of grammar and your experiences with Spanish speaking countries. The purpose of this course is to provide you with many experiences where you can use your Spanish. Completely immersed in Spanish, you will speak, listen, read, write, and collaborate with other students in this course. You will also gain knowledge and perspectives about Spanish speaking countries and from Spanish speaking people. **Prerequisite: Successful completion of Spanish II**



**Spanish IV - 1 credit** - The course is being offered through the online platform by VTVLC and monitored daily in the regular classroom. **Prerequisite: Successful completion of Spanish III**

**Spanish V- 1 credit** – The course is being offered through the online platform by VTVLC and monitored daily in the regular classroom. **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.**

**Mentoring – ½ credit** - Mentoring is an opportunity for students in eleventh and twelfth grades to earn elective credit for mentoring younger students in elementary schools within the Orange East Supervisory Union. Students will study mentoring and leadership skills as well as proper mentoring etiquette and possible legal issues to prepare for placement in a local school to work with a child. Students will travel using their own transportation whenever possible and meet at least once a week with their mentees. Additionally, student-mentors will keep a weekly journal, meet with their advisor at least once a week, and write a reflection about their experiences every quarter.

**50 States on Plates - ½ credit** - Learn about different regions of the United States through preparing regional specialties. From New England Clam Chowder to Tex Mex, you will learn basic food prep skills so you can eat better and impress your friends.

**Lotions & Potions– 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.

**Bake & Take – 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.

**Communications & PR – ½ credit** - This course will look at the worlds of marketing communications and public relations. Serving an actual public relations function for Oxbow High School, students will work individually and in teams to write press releases, manage the Oxbow Web site and other social media, research and write feature stories, and other areas of organization marketing.

**Behind The Scenes - 1/2 credit** - Mic it, light it, film it. This course is for students who don't want to sit in a seat and listen to someone ramble on. Learn how to run a sound board, a light board, setup microphones, and film and edit video. We lurk in the dark and make everything work. Join us.

**Foundations of Digital Design – ½ credit** - Students will explore design technologies for print, web, and 3D applications. Projects will include various graphic design products created using Adobe Photoshop and Illustrator, original digital videos, 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, and is a prerequisite to “Digital Design Process and Application”

**Digital Design Process and Application – 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 the creation of a digital 3D model to be printed as a physical prototype. Student work will chronicle an organized, individual design process from conception through completion, with cumulative graded products 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 prototyping, industrial, architectural and/or product design. **Prerequisite:** **Foundations of Digital Design.**

## **PHYSICAL EDUCATION & HEALTH**

**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, kickball, softball, etc.

**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 AIDS education, preventive medicine, 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.

### **LIFE 101**

Required for all freshmen.

**Physical Education 9 - 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 9 - ½ credit (this course satisfies the Health requirement for graduation)** - 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. Topics of study include AIDS education, sexual health, preventive medicine, alcohol and drug abuse, environmental health, physical fitness, and family and social health.

## RIVER BEND CAREER AND TECHNICAL CENTER CLASSES

Juniors and seniors, as part of their Personal Learning Plan, can choose to apply to 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. Interested juniors and seniors must complete the required application online and attend an Open House or onsite visit. Any student with an interest in career and technical education must have a meeting with their school counselor and parents to determine how this is aligned with their career path, which is then incorporated into their Personal Learning Plan.

PROGRAMS AVAILABLE
21 <sup>st</sup> Century Media & Design
Agricultural Mechanics
Automotive Technology
Construction Technology & Residential Energy
Cosmetology
Criminal Justice & Public Safety
Culinary Arts
Diversified Ag/Nat. Resources
Emergency Services & Firefighting
Health Science Technology
Heavy Equipment Operation & Maintenance

**For successful completion of each year in a River Bend program, Oxbow awards 2.5 elective credits and .5 credit of a specified embedded subject area as aligned with program curriculum and each student's Personal Learning Plan.**

River Bend offers a Pre-Technical Exploratory Program for grades 9 and 10. This program is designed to help students assess their skills, knowledge and interests through English and Math instruction using a standards-based curriculum along with spending time in technical programs. Students must complete an online or paper application and attend an Open House or onsite visit. Any student with an interest in the Pre-Technical program must have a meeting with their school counselor and parents to determine how this is aligned with their career path, which is then incorporated into their Personal Learning Plan.

### **ONE PERIOD CLASSES – ½ Elective Credit for each course.**

Pre-Technical Foundation Courses for Grades 9-12.

Construction Technology, Cosmetology, Culinary Arts, Criminal Justice & Public Safety, 21<sup>st</sup> Century Media & Design.

For more specific information about the courses, please refer to the River Bend Career and Technical Center Program of Studies, see the River Bend School Counseling Coordinator, or contact your Oxbow school counselor.