

# Oxbow High School



## Program Of Study

2009-2010

**Oxbow High School  
36 Oxbow Drive  
Bradford, VT 05033**

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**Chuck Brown, Principal  
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**The Oxbow Guidance Department is available to help with questions about enrollment and course registration. Please contact a counselor at 802-222-4320.**

**Lomond Tougas, Guidance Coordinator – Grades 9-12  
Mark Pichette, Counselor – Grades 9-12  
Kathy Garone, Counselor – Grades 7-9**

## TABLE OF CONTENTS

<b>Graduation Requirements</b>	<b>4</b>
<b>Academic Information</b>	<b>5</b>
<b>English</b>	<b>8</b>
<b>Mathematics</b>	<b>10</b>
<b>Science</b>	<b>13</b>
<b>Social Studies</b>	<b>14</b>
<b>Arts</b>	<b>17</b>
<b>Foreign Language</b>	<b>19</b>
<b>Elective Options</b>	<b>20</b>
<b>Physical Education</b>	<b>21</b>
<b>Health</b>	<b>21</b>
<b>River Bend Career and Technical Center</b>	<b>22</b>

## 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> (Class of 2010 - 2.5 total, all other classes - 3 total)	
Physical Science	<b>1 credit</b>
Life Science	<b>1 credit</b>
Science electives	<b>½ or 1</b>
credit	
<b><u>SOCIAL STUDIES</u></b> (Class of 2010, 2011, 2012 – 3 total, Class of 2013 – 4 total)	
United States History	<b>1 credit</b>
Voter Preparation (Government & Economics)	<b>½ credit</b>
Social Studies Electives	<b>1½(2½) credits</b>
<b><u>ARTS</u></b>	<b>1 credit__</b>
<b><u>FOREIGN LANGUAGE</u></b> (Starting with Class of 2013)	<b>1 credit</b>
<b><u>GENERAL ELECTIVES</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>Class of 2010</b>	<b>21½</b>
<b>Class of 2011, 2012</b>	<b>credits</b>
<b>Class of 2013</b>	<b>22 credits</b>
	<b>24 credits</b>

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

Two years of successful study in an approved River Bend Career and Technical Center program may be substituted for one requirement in Math, Science, English or Social Studies. See page 23 for details on the content area credit that may be substituted for each specific program.

Grade 9 and 10 students recommended and accepted into the Pre-Technical Exploratory Program at River Bend Career and Technical Center will earn 1 credit per year that will be applied to graduation requirements in the following areas: English, Math, and Elective.

## ACADEMIC INFORMATION

### **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 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. Independent study may not replace any courses offered in the Oxbow Curriculum Guide. Credit will be awarded by using this formula: 65 hours of study =  $\frac{1}{2}$  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 a guidance 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 guidance counselor after completion of the class. No information will be added to the transcript until all required documentation is received.

### **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, except in cases of extreme circumstances. In this case, 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 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**

#### **For the Classes of 2010, 2011, 2012.**

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 4.5 credits by the end of the 9<sup>th</sup> grade year. To be classified as an 11<sup>th</sup> grader, a student must have earned 9 credits at the end of the 10<sup>th</sup> grade year. To be classified as a 12<sup>th</sup> grader, a student must have 14 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.

#### **For the Class of 2013.**

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 9 and one credit in Mathematics by the end of the 9<sup>th</sup> grade year. To be classified as an 11<sup>th</sup> grader, a student must have earned 11.5 credits and successfully completed one credit in English 10 and one credit in Mathematics at the end of the 10<sup>th</sup> grade year. To be classified as a 12<sup>th</sup> grader, a student must have 17.5 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 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.

### **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 cases of extreme duress.

### **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 lunch or unsupported study hall.

### **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.

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

### **Honors Courses:**

English 9 Honors    AP Literature & Composition  
English 10 Honors    AP Language & Composition  
Western Civilization Honors    AP U.S. History  
Russian History Honors    AP Biology  
Senior World History Honors    AP Calculus  
Geometry Honors  
Algebra II Honors  
Pre-Calculus Honors

### **AP Courses:**

### **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.

## ENGLISH

**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 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 9 - 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. Three major types of writing will be incorporated: personal essays, persuasive essays and response to literature essays. Writing will focus on practical writing and true revision. Speaking and listening will be addressed through oral interpretation and class presentations.

**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 written precision. Seminar-style discussions develop students' ability to think independently and articulate their thoughts in a public forum. A unit on the literature of New England begins the year, and forays into works written about the ethnic cultures that constitute an increasingly diverse America. 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.**

**English 10 CP - 1 credit** - This course is designed to study modern and classic works as exemplars of style as well as thought-provoking works of art. Frequent written assignments – both short and long – provide practice in precise written expression of ideas. Three and five paragraph essays provide a rigorous exercise in building a coherent and logical argument. Special units on Native American and New England literature are only two parts of the curriculum focused on the American cultural mix. Creative writing units help develop students appreciation for the written medium through the lens of their own gifts. Group projects provide fun and practical ways to solve problems.

**English 10 - 1 credit** – This course provides students with a solid base for expression and

analytical skills for life. A strong emphasis on regular writing builds confidence in written expression, and regular discussions make students comfortable with analysis, synthesis, and defense of ideas. Regular vocabulary study provides students with a reservoir of words with which to speak, read, and write with increased clarity and precision. Readings are taken from modern works of fiction and non-fiction as well as articles from current periodicals. Frequent assignments in self-selected books enable students to develop their enthusiasms.

**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 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, 148 of 188 students have passed the exam (78%) 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. Seven additional novels, including two pre-course summer readings 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 course work required. Entrance to this class is governed by the protocol for Honors and AP classes.**

**Reading & English 12 - 1 credit** - This course is designed to improve student reading and writing skills. The reading will focus on decoding, fluency, vocabulary development and comprehension strategies. The writing will focus on learning to express ideas clearly using basic writing conventions at the sentence and paragraph levels. This class fills an English requirement. **Entrance to this class is determined by recommendation.**

**Juniors and Seniors who are not enrolling in AP Language & Composition or AP Literature & Composition should choose one class per semester from the list below to fulfill the graduation requirement in English.**

**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 mountain climbing, animal tracking, fly fishing, growing up in the mountains, survival in Alaska, 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 novels, diaries, and non-fiction accounts of adventures. This class will also have a writing component, and students should expect to write about their own outdoor experiences. Additionally, we will study vocabulary.

**Creative Composition - ½ credit** - This semester-long class is designed as an opportunity for students to improve their writing skills while working on creative pieces rather than

traditional essays. Students will concentrate on composing original stories, poems, and other short pieces; at the same time, they will study grammar, usage, and mechanics. Students will spend approximately fifty percent of their time composing original pieces; with the remaining fifty percent, they will focus on the mechanics of writing. Additionally, there will be assigned reading. 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.

**Sports Literature- Fall - ½ credit** - This semester-long class is designed for sports fans and allows students to sample a variety of literature from the world of competitive sports. Baseball, basketball, football, soccer, boxing, and wrestling make up the current list of sports that we study. We will read from a selection of sports novels as well as shorter pieces of both fiction and non-fiction. In addition, students will engage in a variety of writing activities, ranging from responding to text to writing original sports narratives and articles. About sixty percent of the work will focus on reading, with the remaining forty percent split between writing and a study of vocabulary.

**Sports Literature- Spring - ½ credit** – This semester-long class carries the same description as Sports Literature – Fall. The required reading for each class is different.

**Film Studies - ½ credit** - This semester-long class will study movies and moviemaking, integrating this study into the curriculum by using writing as the primary method for responding to film. Students will learn about the basics of filmmaking, everything from writing a screenplay to producing a multi-million dollar extravaganza, but mostly they will watch movies and write about them, analyzing films for meaning and theme. We will also review films as well as discuss them in class. Students should expect to write on a regular basis and possibly create their own short films. Additionally, we will study vocabulary.

**Literature of War Fall – ½ credit** – This semester-long course focuses on the Vietnam War, with additional readings on the conflicts in Afghanistan and Iraq. Focus on military ranks, units, and weaponry is enhanced with fiction and non-fiction readings. Current texts include the novels Marine Sniper, Search and Destroy, and Tree of Smoke, and the drama “Tracers”. One Bullet Away is an Afghanistan text, and Generation Kill is the book covering the opening days of the Iraq War. Additionally, we will study vocabulary.

**Literature of War Spring - ½ credit** – This semester-long course focuses on World War II. Focus on military ranks, units, and weaponry is enhanced with fiction and non-fiction readings from the Greatest Generation’s war, which was fought in two theatres, Europe and the Pacific. The course will spend one quarter on each of those areas of operation. Additionally, we will study vocabulary.

**Mystery and Detective Fiction - ½ credit** - Students will be transported to different worlds filled with crime, capers, and sinister doings with great detectives such as Sherlock Holmes and Hercule Poirot. Bring your spyglass, deerstalker hat, and a sense of adventure. Additionally, we will study vocabulary.

**Young Adult Literature - ½ credit** - Students will explore the problems and possibilities facing teenagers today. We’ll laugh, we may cry, we’ll definitely read, think, and write. What is contemporary young adult fiction? It’s a category of literature tailored especially to teenage readers. Simply put, they’re great books for and about young adults. Additionally, we will study vocabulary.

## MATHEMATICS

**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. **Prerequisite: Eighth Grade Algebra I or the equivalent, or permission of the mathematics department. Entrance to this class is governed by the protocol for Honors and AP classes.**

**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. **Prerequisite: Honors Geometry or permission of the mathematics department. Entrance to this class is governed by the protocol for Honors and AP classes.**

**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. **Prerequisite: Honors Algebra II or permission of the mathematics department. Entrance to this class is covered by the protocol for Honors and AP classes.**

**Algebra I - 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. **Prerequisite: Successful completion of Math 8, Geometry Foundations, Algebra Foundations, or demonstrated mathematical knowledge through testing.**

**Algebra With Review – 1 credit** - This course is designed for the student who has completed the Algebra I course at an unsatisfactory level. This course will review basic algebra principles and introduce geometric concepts. **Prerequisite: Algebra I and permission of the mathematics department.**

**Geometry - 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 or permission of the**

**mathematics department.**

**Algebra II - 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 of the mathematics department.**

**Integrated Mathematics 11/12 - 1 credit - Integrated Mathematics 11/12 (Fall) - 1/2 credit** - A review of mathematics skills and topics in preparation for PSAT/SAT/NECAP/ASVAB testing. Topics include Arithmetic, Numbers and Operations, Geometry and Measurement Concepts, Data, Statistics and Probability Concepts and Functions and Algebra Concepts. **Prerequisite: 9<sup>th</sup> grade and 10<sup>th</sup> grade mathematics courses.**

**Personal Finance - (Spring) - credit.** The course provides students with the knowledge to make financial decisions after during and after high school. Students will examine consumer spending decisions, personal investing, credit principles, and the economics of families. **Prerequisite: 9<sup>th</sup> grade and 10<sup>th</sup> grade mathematics courses.**

**Geometry Foundations - 1 credit** - This course focuses on geometry concepts while reinforcing basic skills, pre algebra concepts, and problem solving strategies. Students investigate mathematical concepts through exploratory, activity-based learning. Open-ended questions, projects, and presentations are used throughout the course to assess each student's individual progress. The content of the course reflects the specific goals and objectives contained in the student's education plan. **Prerequisite: Permission of mathematics department.**

**Algebra Foundations - 1 credit** - This course focuses on algebra concepts while reinforcing basic skills, pre-algebra concepts, and problem solving strategies. Students investigate mathematical concepts through exploratory, activity-based learning. Open-ended questions, projects, and presentations are used throughout the course to assess each student's individual progress. The content of the course reflects the specific goals and objectives contained in the student's education plan. **Prerequisite: Permission of mathematics department.**

**Arithmetic Skills (Semester 1) Elective Credit Only - ½ credit** - Exiting eighth graders will take a skills test in math. Students who do not achieve the standard on that test will be required to take this skills class. This course will be an opportunity for students to master basic arithmetic concepts and processes. It will cover basic arithmetic, including fractions, decimals, percentages, whole numbers, and integers. It will also cover the arithmetic operations of addition, subtraction, multiplication, and division. This class does not fulfill a math requirement. **Prerequisite: Placement by assessment.**

**Problem Solving Skills (Semester 2) - 1/2 credit** - This course is designed to give students a broader foundation in mathematical problem solving. It covers problem solving strategies and number theory, including drawing diagrams, finite differences, patterns, guess and check, algebraic methods; Fibonacci sequences, and translating into mathematical language. **Prerequisite: Recommendation of the mathematics department**

**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. Prerequisite: Pre-Calculus Honors or permission of the mathematics department.**

**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 of the mathematics department.**

## SCIENCE

**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. **Expectations:** 1) Student has been recommended by former teacher or appropriate personnel. 2) Student demonstrates independent study and work habits. 3) Student should be in reasonably good physical condition and willing to accept some physical challenges to participate in Saturday field trips. 4) Student must have parental permission and support for transportation purposes. 6) Student should be motivated.

**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.

**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.

**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.

**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 - 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.

**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.**

**Physics - ½ credit** – This one-semester course for juniors and seniors who wish to acquire knowledge and skills in basic physics. *The Vermont Grade Expectations for Physical Science* provide the basis of the content areas and scientific inquiry skills taught in this course, with a focus on mechanics. Instructional methodologies include lecture/demonstration, audiovisual presentations, text-based homework assignments, small projects, and inquiry activities.

**AP Biology - 1 credit** - All 12 of the College Board Advanced Placement Biology laboratories are conducted (students complete a pre-lab constructed response making connections to biological concepts and themes as well as completing the lab), along with many other dry and wet lab activities or modified lab experiments that are used to emphasize the lab experience, this constitutes over one third of the class. For the 8 units covered, student responsibilities include reading the textbook chapters, completing chapter outlines and defining key terms of vocabulary that are new to them so the connections between science fact in the process of science to lab work, projects, presentations and lectures, are made in a comprehensive manner. Laboratories stress independent development of hypotheses, construction of procedures, the collecting, recording and interpretation of data, analyzing results and constructing conclusions. Second semester, student research and presentations are added (Examples of Prokaryotes, Eukaryotes, Fungi, Plants and Animalia phyla or class are some possible topics). Short instructor developed or modified activities are also used for teaching and evaluation. Dissection, film, web sites and other media are also used to supplement content, and the recent addition of an instructional CD Rom as a companion to the textbook is used for review and assessment. 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: Grade of at least a B in Biology CP and Chemistry CP, prior summer coursework also required. Double class times or after school lab times may be required.**

## SOCIAL STUDIES

**Western Civilization Honors - 1 credit** - This class is designed for the highly motivated student who is willing to be actively challenged in a social studies classroom. Each student must expect and be committed to writing essays on a regular basis, doing research projects using a variety of sources and research techniques, and reading from a selection of primary and secondary sources. The course content includes a study of Western Civilization from the Ancient World to the beginning of the 20th century with connections made to the issues of our current era. An emphasis will be placed on quality work in an atmosphere in which students share with each other and take an active part in class activities. Students will explore a variety of enriching materials and participate in a number of individual and group projects. **Entrance to this class is governed by the protocol for Honors and AP classes.**

**Western Civilization CP - 1 credit** - This course is a full year, chronological study of the development of the Western World. It traces the development of Western man from primitive societies and early civilizations in the Middle East through Ancient Greece and Rome, the Middle Ages, the Renaissance, Reformation, Enlightenment, Age of Democratic Revolutions, to the beginning of the 20th century Europe. Emphasis is placed on the nature of change in society as well as those factors that influence the development of culture. Geography skills and vocabulary are emphasized, as are the arts, literature, and philosophies that are a part of our Western heritage.

**Western Civilization - 1 credit** - This course is a chronological study of the development of the Western World, tracing its development from primitive societies to the end of nineteenth century Europe. Topics of study include early civilizations of the Middle East, ancient Greece and Rome, the Middle Ages, the Renaissance and Age of Exploration, the Age of Revolutions and the Industrial Revolution. An emphasis is placed on developing vocabulary and geography skills.

**Russian History Honors - ½ credit** - This course will trace the historical events of the Russian Empire, starting with the founding of the Russian State in 800 and concluding with the present. While the stress will be on the years since the Revolution of 1917, emphasis will also be placed on life in contemporary Russian society. Comparisons with American society throughout the course will help to point out the successes and failures of the world's first socialist state. The course requires extensive reading outside the classroom. **Entrance to this class is governed by the protocol for Honors and AP classes.**

**World Cultures - ½ credit (fills either Art or Social Studies requirement)** - This course is team taught by an art teacher and a social studies teacher. It will focus on art forms (visual art, music, and dance), literature, philosophies and religions in three major world areas: Japan, Western Africa, and Latin America. Students create at least one piece of artwork in the style of each region and read one novel from each region and read literature from each region. Students compare the artwork of the regions and relate the visual art to general philosophy and lifestyle of each place. A research paper is required for each of the areas of the world that are studied. Students also have the opportunity to work with visiting artists. The class makes at least one field trip to the Hood Museum of Art at Dartmouth to further their studies.

**World Environments - ½ credit** - This is a one-semester course designed to acquaint the student with the non-western world. The course will deal with the historical development of world regions and nations, paying particular attention to the political, economic, and cultural

characteristics of China, India, and the Middle East. Cultural differences and conflicts between the Western World and the region will be explored, as well as cause and effect relationships. Students will be required to keep up with the current events in the region being studied and to do independent research on at least two of the areas. Strategic, tactical, interpretive, and analytical thinking skills will be required of students, especially during the decision-making processes, which are an integral part of the course. Students will increase and improve on their geography skills during the course and increase their vocabulary of non-western culture terminology.

**AP U.S. History - 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 resume. Students will be expected to read primary and secondary sources and write at least one paper during the summer preceding this class. The school year will include extensive reading, weekly tests, bi-weekly papers, class discussions and debates, a class magazine (The Issue), a semester exam based on an actual AP test, extra credit lunch and after-school video and study sessions, and a personal "roots" research paper. By the end of this course we expect each student to think like an 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.**

**U.S. History CP - 1 credit** - This course is a chronological study of the history of the United States from the colonial period to the present. The first semester covers the social, economic, military, and political history of the development of our nation through the Civil War. The second semester carries these trends through to the present. Group and individual projects, as well as class presentations, are used as formats to explore topics that include immigration, industrialization, the labor movement, minorities, popular culture, and the changing role of the United States in international affairs.

**U.S. History - 1 credit** – This course is a basic level survey of US History from Reconstruction to the present. The first semester starts with a civics unit on the Constitution and the role of citizens in a democracy. It continues with the Reconstruction period through World War I. The second semester begins with the 1920's and covers through the late 20th century.

**Senior World History Honors - ½ credit** - This course offers a study of world affairs during the 20<sup>th</sup> century and especially since 1945. Major course units include the changing role and conditions of Europe, the major forces shaping the 20<sup>th</sup> century, and mini-units on four important non-western areas of the world. It is designed to complement the offerings in Social Studies in grades 9-11. This course is offered during the first semester to members of the senior class. It is conducted as a seminar, and students are expected to participate in class discussions and research projects. Students who are successful are those who can demonstrate an above average ability in social studies skills. **Entrance to this class is governed by the protocol for Honors and AP classes.**

**Government and Economics (Preparing students for active citizenship) CP - ½ credit Required for seniors** – This semester-long course examines the relationship between government policies and economic philosophies and how it impacts the lives of the citizens in our nation. Major units will include a study of the three branches of Government and the impact special interest groups have on public and private issues. Special emphasis is given to the rights and obligations of citizens living in a global community. Each student will write several pages, as well as making oral presentations. In addition, there is continuous reading from secondary and primary sources outside of class.

**Government and Economics (Preparing students for active citizenship) - ½ credit Required for seniors** – This semester-long course examines the relationship between government policies and economic philosophies and how the relationship impacts the lives of the citizens in our nation. Major units will include a study of the three branches of Government and the impact special interest groups have on public and private issues. Special emphasis is given to the rights and obligations of citizens living in a global community. Each student will do at least two papers outside of class that shows the relationship between a current social issue and government.

**Local Government and Civics – ½ credit Seniors only 2009-2010** – This semester-long course looks at state and local government and the role that individual citizens play in this area. This course will give a concise, historical overview of this region as well as the current issues shaping this region's development. This is a hands-on course that will emphasize local political internships (working with and attending Selectboard meetings, Town Meetings, Regional Planning Commissions, etc), as well as community service projects (working on conservation issues, volunteer groups, aid to the elderly, etc).

**Psychology – ½ credit** – This 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.

## 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 - 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.

**American Jazz & Blues Survey - ½ credit** - This course will explore topics in jazz and blues. It will focus on the history and development of different styles, key artists and compositions, and will strengthen student's listening skills. The scope of the course ranges from early roots through modern performing artists.

**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:**

**Creative Art - ½ credit** - Experiment with drawing, painting, printmaking, ceramics, sculpture and more! Express your own creative ideas as you solve a variety of design problems. You will also learn about art from around the world and use this to inspire your artwork. You will then be able to do further study in ceramics, photography, drawing and painting.

**Art Thru Time - ½ credit** - Students will solve design, composition, technical and thematic problems by creating art in a variety of contemporary media, such as painting, drawing, graphic design media, and 3D ceramics and sculpture. Students will learn about a variety of artistic traditions throughout time and how these traditions have informed contemporary artists and media. Students will work towards proficiency in the foundational skill areas of the Elements of Design and their application in the Principles of Design. They will then be able to do further study in ceramics, photography, drawing and painting.

**Advanced Drawing & Painting - ½ credit** - Students will begin with in-depth practice and development of drawing skills. Drawing projects will be based on the book Keys to Drawing, by local illustrator Bert Dodson. After mastering these basic skills, students will experiment with a variety of drawing materials. They will then move on to an in-depth study of color. They will apply their knowledge to projects in a variety of media, including printmaking and painting. Students who are interested in studying art, design, or architecture after high school will be able to select from these projects for their college application portfolio.

**Prerequisites: Creative Art or Art Thru Time.**

**Ceramics I - ½ credit** - Students will work on problem solving through a series of hand built projects that explore their personal and cultural relationships to clay and the similarities between imagery, form, and process. Students will work towards an understanding of the elements and principles of design while synthesizing them into their own ceramic work. Their final project will include an essay and presentation of their work. **Prerequisites: Creative Art or Art Thru Time.**

**Ceramics II – ½ credit** - In this class, students will focus on the wheel throwing and working sculpturally large, solving artistic problems that explore their personal and cultural relationships to clay and the similarities between imagery, form, and process. Students will continue working towards a deeper understanding of design while synthesizing the work into their own ceramic language. Their final project will include an essay and presentation of

their work to the Ceramics I class. **Prerequisites: Ceramics I**

**World Cultures - ½ credit (fills either an Arts or Social Studies requirement)** - This course is team taught by an art teacher and a social studies teacher. It will focus on art forms (visual art, music, and dance), literature, philosophies and religions in three major world areas: Japan, Western Africa, and Latin America. Students create at least one piece of artwork in the style of each region and read one novel from each region. Students compare the artwork of the regions and relate the visual art to general philosophy and lifestyle of each place. A research paper is required for each of the areas of the world that are studied. Students also have the opportunity to work with visiting artists. The class makes at least one field trip to the Hood Museum of Art at Dartmouth to further their studies.

**Digital Photography I - ½ credit** - This problem-based course will focus on the technology of Digital still photography and its use in 20<sup>th</sup> & 21<sup>st</sup> century arts and communications design. How do we make images that say what we mean? Students will explore the science of “Digital Film,” the manipulation and aesthetics of “The Image,” and photography’s impact on contemporary society. The objective of this course is proficient usage of the elements and principals of design and their application within all aspects of digital photographic image making. **Prerequisite: Creative Design or Design History**

**Digital Photography II – ½ credit** - This problem-based course. Is a continuation of “Digital Photo I”. How do we make images that say what we mean? Students will continue exploring the “alternative” process of image making utilizing various papers and application. The objective of this course is an advanced usage of the elements and principals of design and their application within all aspects of digital photographic composition and image making. **Prerequisite: Digital Photography I**

#### 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 all verbs 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** - 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**

## ELECTIVE OPTIONS

### **Driver Education:**

**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:**

**Quilts, Crafts & Clothing - ½ credit** - This course is designed as a hands on semester elective for any student. Emphasis is placed on learning basic sewing techniques through individual projects. Each student will make a miniature quilt. After that, students can choose their own projects to sew.

**Clothing Construction - ½ credit** - This course is designed as a hands on semester elective for any student. Make your own clothes and understand how to repair them. In this course, the focus is on clothing construction details. Students will construct pajama pants and two fleece hats with school purchased materials. One of the hats will be donated to Operation Santa Claus. After the initial learning projects, students can make clothing items of their choice, using either school materials or their own fabric.

**Foods and Nutrition - ½ credit** - This course is designed as a hands on semester elective for any student. This course is a study of food and its role in personal and family living. Emphasis is placed on the study of food science and preparation of foods. Attention is placed on learning basic food preparation, meal management, comparison shopping, and the nutritive value of food.

**Cultures and Cuisines - ½ credit** - This course is designed as a hands on semester elective for any student. This course will familiarize students with foreign and ethnic foods as well as meal planning and food politics. Geography and food availability are considered as we travel to various countries to study culture and cuisine. Consumer practices and current food issues will be emphasized with each unit, as well as a deeper nutritional understanding of foods.

**Human Development - ½ credit** - Wish you could know more about relationships, children, or life in general? This course starts by examining family and self and progresses into understanding self and others through the theories of Maslow, Piaget, Erikson, and others. Other topics will include current social issues and managing life on your own. Each student will take home a computerized baby for 3 nights to experience the work involved with parenting newborns. (These "babies" require feeding, burping, diaper changing, head support and soothing 'round the clock.) Guest speakers from the school and the community will help us learn about aging, saving, fitness, marriage, divorce and other life events. **This course is limited to juniors and seniors.**

**Reading:**

**Reading - 1 credit** - This course is designed to improve student reading skills. The reading will focus on decoding, fluency, vocabulary development and comprehension strategies.

**Entrance to this class is determined by team recommendation.**

**PHYSICAL EDUCATION**

**Elective Physical Education - ½ credit** - This program is offered to sophomores, juniors and seniors. It looks at conditioning, knowledge, and skills. It will offer a series of sports and fitness activities from which a student may choose to better prepare for the increasing leisure time of adult life.

**LIFE 101**

Required for all freshmen beginning with 2012 graduates.

**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.

### HEALTH

**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 .

### RIVER BEND CAREER AND TECHNICAL CENTER CLASSES

Juniors and seniors are welcome to 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. Interested juniors and seniors must complete the required application. Any student with an interest in career and technical education should see his or her guidance counselor for more information. Career and technical course offerings at the River Bend Career and Technical Center are listed below.

<u>PROGRAMS</u> <u>REQUIREMENT</u>	<u>PREREQUISITE</u>	<u>EMBEDDED</u>
Automotive Technology	2 years Math	Science
Building Trades	2 years Math	Math
Finance/Business Management	2 years Math	Math
Cosmetology	2 years Math & Science	Science
Culinary Arts	2 years Math, 1 year Science	Science
Diversified Agriculture/Natural Resources	2 years Math, 1 year Science	Science
Electronic Technology & Residential Wiring	2 years Math, 1 year Science	Science
Emergency & Fire Management	2 years Math, 1 year Science	Science
Heavy Equipment Operators	2 year Math & 1 year Science	Science
Human Services	1 year Eng & Math	Social Studies

**Oxbow awards 3 credits for the successful completion of each year in a River Bend Program while the embedded credit is awarded upon successful completion of two years of study.**

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 while spending time in technical programs and learning English and Mathematics through a standards-based curriculum. Students must complete an application. Admittance for 9<sup>th</sup> graders is determined by team recommendation and parent input.

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

Pre-Technical Foundation Courses for Grades 9 and 10  
Culinary Arts

Business/Finance Management  
Emergency & Fire Management  
Human Services

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