

***Tab 1***

***Otter Valley Union***

***High School***



***2025-2026***

***Course Catalog***

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## MISSION AND EXPECTATIONS FOR STUDENT LEARNING

Otter Valley Union High School is a place where reflective teaching and learning leads to high expectations for all students and creates enthusiasm for knowledge which encourages success in the global community.

To implement this mission, students will achieve proficiency in these Essential Vital Results, which are the skills and concepts that every student needs to know and be able to do.

### **In Communications, students will:**

- Participate in a literary community
- Use a variety of strategies to help them read for meaning and understanding
- Write with purpose, organization, detail, and voice or tone, using appropriate English conventions (Grammar, Usage, and Mechanics)
- Listen actively and respond appropriately
- Express themselves effectively both verbally and nonverbally use computers and other tools of technology to research and to gather and represent information

### **In Reasoning and Problem Solving, students will:**

- Ask a variety of questions and use reasoning strategies and knowledge to solve complex problems •  
Make informed decisions
- Communicate their solutions effectively demonstrate a willingness to take risks and persevere in the face of challenges and obstacles

### **In Personal Development, students will:**

- Demonstrate respect for self and others and recognize diversity
- Make informed healthy choices including physical activity which positively affect the safety and well-being of themselves and others
- Work effectively on teams; demonstrate how to resolve conflict in order to achieve common goals develop strategies that will make them dependable and productive

### **In Civic/Social Responsibility, students will:**

- Participate in democratic processes and take an active role in their communities

# GENERAL INFORMATION

## Personalized Learning Plans (PLPs)

A PLP is developed by students, in collaboration with teachers, counselors, and parents, as a way to help them achieve short and long-term learning goals at the middle and high school levels. In a personalized learning environment where students are partners in developing their learning plan, they are generally more motivated to learn, will achieve more in school, and will feel a stronger sense of ownership over their education. Sophomores will need an updated PLP when applying to our technical centers, juniors and seniors pursuing a dual enrollment course(s) will need to have a PLP in place in order to attain a voucher.

## Graduation Requirements

You must meet the following minimum credit requirements in order to graduate from Otter Valley Union High School. The below guidelines are in effect for the class of 2026 and beyond.

**English 5.0**  
**Social Studies 4.0**  
**Math 3.0**  
**Science 3.0**  
**Physical Education 1.5**  
**FACS/Health 0.5**  
**Fine Arts 2.0**  
**Personal Finance 0.5**  
**Electives 7.0**  
***TOTAL 26.5***

## Grade Level Classification

You must meet the credit requirements listed below in order to qualify for the following grade-level classifications:

**10<sup>th</sup> Grade** Minimum of 7.0  
**11<sup>th</sup> Grade** Minimum of 14.0  
**12<sup>th</sup> Grade** Minimum of 21.0  
**Graduate** Minimum of 26.5

## Schedule Changes

Student schedules are developed as a collaboration between teacher recommendations, student choice, graduation requirements, parent/guardian input, the availability of courses within the master schedule, and the Counseling Department. They are a team effort. We consider the student to be the heart of the team. Students are encouraged to be active participants in their course registration, and in reviewing their schedules before the start of school. Students learning the skills to advocate for their interests are encouraged as a safe environment for their development of personal advocacy. **Students and families have before school starts in the fall and 7 school days once a semester starts to reach out to their school counselor about changes.** All changes must be made in consultation with the student's school counselor. The school counselor has the final say if a change is not able to be made due to a conflict, is not in the best interest of the student, or the size of a class. Schedule changes cannot be made purely for teacher preference or to be in a class with a friend. Changes in student schedules for



**core** subjects are to be kept to a minimum and can be made only after careful and thorough consultation with parents, case managers (as appropriate), and school counselors for core subjects. Written or verbal permission will be required for changes in core courses.

- Whenever possible, schedule changes should be requested before the beginning of school in the fall. **All schedule changes, drops, and adds, must be made no later than the end of the seventh (7<sup>th</sup>) school day of each semester. If the course is dropped after the conclusion of the add-drop period, it will appear on your transcript as W (withdraw), WF (withdraw failing), or WP (withdraw passing).**

**Adding a Course to Your Schedule once the Semester Has Started:**

If you wish to add a class to your schedule for either semester, you need to be aware of the following procedures and guidelines:

- You must meet with your School Counselor in order to request the added course.
- There must be space for you in the new class, and instructional materials must be readily available.
- The course you wish to add must be consistent with your four-year plan.
- You must agree to make up all missing assignments within a reasonable time.

**Dropping a Course from Your Schedule once the semester has started:**

If you wish to drop a class that you had previously selected, the following procedures and guidelines must be followed:

- You must meet with your school counselor in order to see how dropping the course will affect your completion of graduation requirements and impact your four-year plan.
- Your school counselor will consult with the teacher of the class you want to drop to discuss your performance.
- Your parents will need to provide written approval of your intention to drop a core subject.
- If the course is dropped after the conclusion of the add-drop period, it will appear on your transcript as W (withdraw), WF (withdraw failing), or WP (withdraw passing).

## Courses with Weighted Credit

In an effort to encourage students to pursue rigorous and demanding educational programs, a number of academically challenging courses have been weighted in recognition of the extra effort needed to meet their requirements. Consequently, selected college preparatory courses are weighted at a plus five percent (+ .05), while some advanced courses have been weighted at a plus eight percent (+ .08). These courses include:

Weighted Credits Chart		
Subject	Weighted 0.05	Weighted 0.08
English	Adv Literature 10 Literature 12 American Studies Part 1	AP Literature 12 Part 1 & 2 Adv American Studies Part 1
Social Studies	American Studies Part 2 Advanced Behavioral Science Adv American History I	AP World History Part 1 & 2 Adv American Studies Part 2
Math	Geometry Algebra II Pre-Calculus	Calculus

<b>Science</b>	Biological Sciences Part 1 & 2 Chemistry Part 1 & 2 Physics Adv Anatomy & Physiology	AP Biology Part 1 & 2 AP Chemistry Part 1 & 2 AP Environmental Science Part 1 & 2
<b>Language</b>	French II French III Spanish II Spanish III	Spanish IV Spanish V French IV French V
<b>Other</b>	Approved Stafford Courses Honors VTVLC Courses	AP Course (through VTVLC) College Course (Core classes only)

## Grading System

Otter Valley Union High School uses a numeric grading system when reporting marking period, semester, and final grades. At both the Middle School and High School levels, the following grading system is utilized:

**90-100 A**

**80-89 B**

**70-79 C**

**65-69 D (65 is the minimum grade to earn the course credit)**

**0-64 Failing F**

In addition, the following notations are used when reporting marking period and semester grades:

**Withdrawn W**

**Withdrawn Passing WP**

**Withdrawn Failing WF**

**Incomplete I**

## Incomplete Grades

If you receive an incomplete grade ("I"), it means that for some extraordinary reason you were unable to meet the course requirements in time to receive a numeric grade, and that because of unusual circumstances, you are being given an opportunity to complete the required work. Work with the teacher to create a time frame to achieve the necessary learning targets.

## Calculation of Semester Grades

Your schedule may include both full-credit (1.0) and half-credit (0.5) courses. *Grades are calculated as the weighted average of two semesters and the final exam. Schoolwide policies dictate how the final grade is calculated.*

All grades will be rounded to the nearest whole number for the purpose of determining academic grades that are used for report cards, eligibility, and the various honor rolls. Average grades that are equal to or greater than .5 are rounded up to the next whole number (e.g. 86.5 becomes 87); while averages less than .5 are rounded down to the next whole number (e.g., 86.4 becomes 86). Exceptions to this procedure are made when determining class rank, in which case, the averaging is carried out to 3 decimal points.

## Home School Students Enrollment

As we are a public school bound by VT Agency of Education Rules and Regulations, including School Quality Standards, credits toward graduation may only be earned through an accredited home study program, through a public or an approved private school, or with special permission of the Superintendent or their designee. A student who completed accredited home study courses may submit a transcript from the accredited program for credit consideration. For more information please view [Vermont Home School Guidelines](#) on the Vermont Department of Education.

## Honor Rolls

All students are encouraged to perform at their personal best in all of their classes. In an effort to recognize those who pursue excellence, Otter Valley has three honor rolls. At the conclusion of each marking period, you may qualify for one of the following:

- **The Principal's Honor Roll:** For students whose marking period grades are all 90 or above.
- **The Honor Roll:** For students whose marking period grades are all 80 or above.
- **The Merit Honor Roll:** For students whose marking period grades are 80 and above with no more than one grade in the 70's, and no grades lower than 70.

## Class Rank

Class Rank is calculated three times during a student's high school career:

- A month after Semester 1 of Junior year
- A month after Semester 2 Junior year-*summer coursework will **not** be included in this calculation.*
- A month after Semester 1 Senior year-*Summer coursework **will be** included with this calculation.*

The Grade Point Average (GPA) is calculated by totaling all of a student's credit-bearing grade points, (not percent) during grades 8-12, and dividing that number by the total number of credits attempted. Higher level courses are weighted at a plus five percent (+.05); while dual enrollment college core courses and Advanced Placement courses are weighted at a plus eight (+.08). The graduating class Valedictorian and Salutatorian for the graduation ceremony will be determined after the first semester of that year's graduating class and will be notified in March. Students at the Stafford Technical Centers GPA will not be recalculated at mid year.

\*

***\* Please note, it is the student's responsibility to ensure that all external courses/transcripts are submitted to OV in a timely manner. Students should review their transcripts personally to ensure that it is accurate for all additional coursework beyond OV, such as dual enrollment courses, VTVLC Courses, etc. Students may view their transcripts upon request of the Counseling Office.\****

## Special Requirements for the Senior Year

In order to graduate from Otter Valley Union High School, you will need to meet the following requirements during your Senior Year:

- ✓ During the Senior Year, students who plan to graduate in June must register for a minimum of two 2.0 credits of academic courses during each semester of the last year before graduation.
- ✓ Seniors who elect a Senior Partial Day Schedule should meet with their School Counselor to ensure that the proposed schedule meets all graduation requirements. The Senior Partial Day Schedule is only to allow for late arrival or early departure. It is not designed nor intended to have a student come to the building for classes, depart, and return to later classes.
- ✓ Seniors who elect a Senior Partial Day Schedule must obtain written approval from their parents and the approval of the school before they begin attending on a part-time basis.

**[NOTE: The form for special approval is available in the Counseling Office.]**

## College Admission Requirements

Admission requirements for colleges and universities are outlined on each individual school's web page. The requirements listed provide students a general outline of what four-year colleges expect. There are some colleges and universities that are more selective than others and some are less selective. Entrance requirements vary with different colleges. Students should consult with our Counseling Office or the colleges/universities that they are interested in for specific course requirements before applying in the fall of their senior year.

### Minimum entrance requirements for all areas:

- Four years of English
- Three years of mathematics (Algebra I, Algebra II and Geometry (or equivalents)
- Two years of the same foreign language (American Sign Language meets this requirement)
- Two years of a natural or physical science, including a laboratory science
- Three years of social sciences

## NCAA

The NCAA has specific academic eligibility requirements in order to compete at the collegiate level in Division 1 or 2 athletics. In determining eligibility, the NCAA considers the academic courses a student takes, performance on standardized tests as well as grade point average. Please know that not all courses can be used towards eligibility to become a student athlete at the D1 or D2 level. To familiarize yourself with course eligibility and other academic requirements, please visit the NCAA site: <http://www.ncaa.org/student-athletes/future>

**Note: Interested athletes should complete the NCAA Eligibility Center online application at the end of their junior year. Division I or II athletes should also consult with their school counselor *early* in their high school career to ensure proper course selection.**

## Advanced Placement Opportunities

**What is the Advanced Placement Program?** The Advanced Placement Program is a cooperative educational endeavor between secondary schools, the College Board, and colleges and universities. Colleges and universities can then grant credit, placement, or both to students who can show that they have mastered a course by taking

an AP Exam.

College and university policies regarding Advanced Placement grades are not consistent. Students seeking college credit through AP are advised to obtain the college's AP policy in writing, or to look for it in the institution's catalog.

Here are two examples:

(From the University of Vermont catalog)

*Credit through the **Advanced Placement Program (AP) of the College Board** is granted as a specific university course or courses with scores of 4 or 5. Scores of 3 are acceptable in some areas. AP course equivalencies are determined by the department governing the subject area and are awarded by the Office of Transfer Affairs. Since AP credit is assigned as a regular university course, it can be used to fulfill major, distribution, general education, or elective requirements.* (From the Vermont State University (VSU) catalog)

*VSU will consider, for advanced placement and credit, those entering freshmen who qualify through the CEEB Advanced Placement Examination. A grade of three (3) or higher must be achieved, but final recommendation for credit rests with the Department Chairperson concerned.*

Otter Valley offers the following AP Courses:

- Literature
- World History
- United States History (if enrolled in Advanced American Studies)
- Biology
- Chemistry (if enrollment requests are sufficient)
- Environmental Science
- Variety of Vermont Virtual Learning Cooperative (VTVLC.org) online courses

**Note: Students electing to enroll in Advanced Placement courses will be expected to take appropriate Advanced Placement Exams. There is a fee required to take these exams. See your counselor for more information.**

## Scheduling Options

Various scheduling options are available to you in addition to the standard courses identified in this booklet. For some of these options, applications must be created and/or contracts need to be developed before being incorporated into your schedule. Many of these options have limits or restrictions that you must consider as you build your schedule. Please consult your counselor if you have any questions regarding the following options:

### Pass/Fail Grading Option:

In rare instances, a student's IEP or 504 team may determine it appropriate for a student to take a course for a (P) Pass or (F) fail as appropriate for the circumstance.

Additionally, this may be proposed as an option for seniors accessing a course to further their knowledge and grasp of the content rather than being a part of the GPA calculation for a grade. This option is not available for a required course for graduation. Each situation is determined on a case by case basis with the Counseling Department. This determination must be made within seven (7) school days following the beginning of the semester, and you must obtain the teacher's approval.

A course that is designated pass-fail will not impact the GPA.

# ***COURSE DESCRIPTIONS***

It is highly recommended that you read through the course descriptions included in this booklet in order to gain a familiarity with the wide variety of courses that you can pursue while at Otter Valley Union High School. As you read the course descriptions that follow, you will see that some courses have prerequisites or recommendations of the instructor. Such messages are meant to provide you with information about the content of the course and about the kinds of experiences that usually lead to your successful completion of course requirements.

It is recognized, however, that some students may have had previous experiences or classes that might have prepared them for a given course even though they did not meet the specific prerequisites. Such cases are evaluated by the guidance counselors and administrators on an individual basis. The necessity for a body of knowledge that leads to a particular course, Spanish 2, for example, demands knowledge of the language that is normally acquired in Spanish 1.

Students who desire to take courses that indicate “recommendations of the instructor” or a similar phrase, you will see the recommendations on the registration page in your student portal. If you do not see a recommendation for the course that you would like to take and it is needed for the course, please talk to your instructor and school counselor. This will be done only on an individual basis.

Courses which are sequential in nature, most notably those in English, social studies, mathematics, and science, must be taken in the normal sequence unless substantial evidence otherwise is presented to the Counseling Office. Each case will be studied by the appropriate faculty member before a decision is made. Appropriate grade levels are indicated with each course description.

Due to limited resources and schedule constraints, elective courses may be offered in alternate years or be dropped from the schedule if there is low enrollment.

# English

The English Department offers courses that will provide the foundation for students to become literate citizens of the 21st century. Students will graduate with essential knowledge and skills in reading, writing, critical thinking, and clear communication skills - including public speaking. All courses have Common Core standards embedded in their curriculum, and each class addresses skills in the following areas:

- Reading Literature (RL)
- Reading Informational Texts (RI)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

## **TRANSFERABLE SKILLS:**

- Clear and Effective Communication
- Informed and Integrative Thinking

## **CONTENT PROFICIENCIES:**

- RL 10.1. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or secondary sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain
- RL 10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (i.e. including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.).
- RI 10.3/RI 10.6/RL 10.8. Analyze how the author unfolds...a series of ideas or events [paying particular attention to] ...point of view or purpose in a text...[and]...assessing for false statements, fallacious reasoning [and bias].
- W.10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.10.3 - Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- L 10.1 Demonstrate command of the conventions of standard English grammar, usage, mechanics, and spelling when writing or speaking; [including but not limited to use of parallel structure, various types of phrases and clauses, semicolons, and colons]
- L 10.5/L10.6. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings; interpret figures of speech...and analyze their role in the text. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## **ENGLISH CORE COURSES**

### ***Writing Development***

Course # 100907  
Grade 9  
0.5 Credit

In order to ensure a greater level of success in the high school for all entering 9th-grade students, every freshman will take Writing Development. Students enrolled in Writing Development will explore writing genres and components to improve their skills in all genres of academic writing. The class will focus on using the writing process to develop short reflective, analytical, narrative, argumentative, and procedural writings of varying lengths as the semester progresses. Students will write every day, working on specific skills and assignments, and they will work individually and collaboratively to improve. Grammar, writing cohesion, and development of ideas for the types of writing they will encounter across their high school courses. Class limit: 15

## ***Humanities 9 (Formerly English 9)***

Course Part 1 # 100901  
Course Part 2 # 100902  
Grade 9  
2.0 Credit

This is a 2 credit, year-long interdisciplinary course that will serve as the required Social Studies and English course for all freshmen. It will count for 1 credit of English and 1 credit of Social Studies for graduation. This course will familiarize students with the roots of the modern world by analyzing key case studies from world history and literature. This course is organized into thematic units that will focus on building literacy skills through the study of historical sources and works of literature.

## ***Literature 10***

Course # 101021  
Grade 10  
1.0 Credit

Literature 10 is a semester-long course for tenth graders. Students taking Literature 10 are expected to read and write extensively both inside and outside of class. Literature 10 emphasizes critical thinking in conjunction with literary analysis through research projects, a variety of texts, as well as expository writing, public speaking, and vocabulary study. Students will learn these skills as they study, discuss, and write about various genres of literature. Active class participation is expected. Required works may include *To Kill a Mockingbird*, *Twelve Angry Men*, and *Of Mice and Men*.

## ***Advanced Literature 10***

Course # 101031  
Grade 10  
1.0 Credit

Students may take the above mentioned class for honors credit. Students taking Advanced Literature 10 will be expected to meet elevated standards for each assignment given in the class, and will also be expected to complete additional writing, reading, and research assignments. Students will also meet for routinely scheduled discussions that will cover a range of topics. Students must maintain an 80 to receive credit for the course.

## ***American Studies***

Course Part 1 # 111111  
Course Part 2 # 111112  
Grade 11  
2.0 Credit

American Studies is a yearlong, interdisciplinary 11th grade English and Social Studies course. The class examines the influences of our past on our present by studying American culture through history and literature. Common themes are traced from the Romantic Period and the Reconstruction era through the present. Students are expected to make connections between various periods, complete a wide variety of projects and writing assessments, draw correlations between our history and current events, as well as contribute to class discussions and work both cooperatively and independently. Extensive reading and research projects are required. Through the integration of English and History disciplines, critical thinking and writing skills are developed, and students gain a thorough and meaningful appreciation of our country and the development of its culture. Required works may include *The Great Gatsby*, *The Grapes of Wrath*, and other varied literature from the Civil War through today.

## ***Advanced American Studies***

Course Part 1 # 111121



Students may take the above class for advanced credit, weighted at .08. They are required to do all the work for American Studies and are expected to do additional projects in reading, writing, research, and class presentations. Outside readings are provided for enrichment in history and literary analysis. Students enrolled in Advanced American Studies are expected to maintain an 80 average and are eligible to take the AP exam in American History.

### **English 11**

Course # 100940  
Grade 11  
1.0 Credit

Students taking English 11 continue to receive more in-class support to achieve success. They refine their writing, reading, and public speaking skills in a workshop atmosphere where they work cooperatively and use classroom technology. Students will read various works of American Literature to complement topics of study from American Heritage II. They will also complete A community writing project, creating a pamphlet that fulfills a local need incorporating student research, writing and technology skills. Required works include *The Adventures of Huckleberry Finn* by Mark Twain, *Raisin in Sun* by Lorraine Hansberry and *The Things They Carried* by Tim O'Brien.

### **Literature 12**

Course # 101221  
Grade 12  
1.0 Credit

Students taking Literature 12 will continue to develop skills necessary for college studies in a rigorous study of both world and English literature. Students will engage in thoughtful evaluation of their texts through their writing, paying particular attention to thematic analysis and literary conventions. Students will also refine expository and persuasive writing skills necessary for an issue-specific position paper, with specific emphasis on effective reasoning and forming logical claims and counterclaims. Vocabulary building as well as formal and informal presentations are an important element of the course. Students receive assistance writing a college application essay and a resume. Required works include *Death of a Salesman*, *Macbeth*, *The Alchemist*, and *The Kite Runner*.

### **Advanced Placement Literature 12**

Course Part 1 # 107011  
Course Part 2 # 107012  
Grade 12  
1.0 Credit

The AP English Literature and Composition course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. The majority of texts and reading material are based on the representative authors' list found within the AP® English Literature and Composition Course Description published by The College Board. One of the goals of the course is to teach students to derive meaning from a text's structure and style, in addition to analyzing figurative language, theme, diction, and other literary devices. This course engages students in a thorough, intensive study of several genres and literary approaches. Students study vocabulary and refine writing skills necessary for literary analysis, and they also receive assistance writing a resume and a college application essay. Students receiving a score of 3 or better are often awarded credit from the colleges they attend. There is a required summer reading assignment. Required works include *1984*, *Brave New World*, *Frankenstein*, *Macbeth*, and *Death of a Salesman*. **NOTE: Students who elect AP courses are expected to take the AP exams.**

## **ENGLISH ELECTIVE COURSES**

### **Effective Speaking**

Course # 104010

Students taking Effective Speaking will have many opportunities to build their confidence and their ability to present themselves in a variety of situations. The course includes both formal and informal speaking opportunities that can be used in a public setting and group discussion. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Students should also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in both classroom settings and in workplace/community settings.

### ***Business Communications***

Course # 203020  
Grade 9-12  
0.5 Credit

Business Communications equips students with essential communication skills for the professional world. Through this course, students will refine their ability to create key documents such as resumes, cover letters, memos, letters, and emails, while also improving grammar, mechanics, and writing style. The curriculum emphasizes communication strategies and transferable skills needed to navigate a variety of professional situations. A central focus of the course is the use of technology and digital tools to enhance communication practices. Students will have the opportunity to apply what they've learned through a variety of projects, including presentations, Canva flyers, brochures, infographics, , through both group and individual assignments. Successfully completing this course are eligible to participate in work-based learning job placements and can help in successfully accessing other flexible pathways. This course fulfills .5 English Elective credit.

### ***Writing Workshop***

Course # 102010  
Grade 10-12  
0.5 Credit

Students who enroll in Writing Workshop will use creative writing across all genres to increase and improve their writing skills. In this one-half credit writing course, students will focus on using the writing process to develop short descriptive and narrative pieces and stories, poetry in various forms, and dramatic scenes and monologues. Students will write every day, individually and collaboratively, to work on a variety of skills and assignments; in addition, they will take part in peer-editing, self-evaluations, and also publish to the school's agenda book "Echoes from the Valley". Class limit: 15

### ***Word Power And Heroes***

Course # 103021  
Grade 10-12  
0.5 Credit

Do you ever "wing it?" Have you "let the cat out of the bag?" Have you ever completed a "Herculean" task? In Word Power and Heroes, students learn vocabulary and word etymologies in the Word Power part of the course. Strategies include recognizing roots and affixes, solving crossword puzzles and word games, and completing exercises in a vocabulary-building workbook. Emphasis is placed on building a better vocabulary for the PSAT, SAT, and ACT as well as speaking with power and purpose. The study of mythology and allusions from around the world forms the Heroes part of this class. Every culture has myths and heroes that become part of a shared vocabulary, and they continue to impact us in our everyday lives. Students are expected to complete a wide variety of projects and to work both cooperatively and independently.

### ***How to Win an Argument***

Course # 104013  
Grade 9-12  
0.5 Credit

In order to ensure a greater level of success in the high school for all entering 9th-grade students, every freshman will take Writing Development. Students enrolled in Writing Development will explore writing genres and components to improve their skills in all genres of academic writing. The class will focus on using the writing process to develop short reflective, analytical, narrative, argumentative, and procedural writings of varying lengths

as the semester progresses. Students will write every day, working on specific skills and assignments, and they will work individually and collaboratively to improve. Grammar, writing cohesion, and development of ideas for the types of writing they will encounter across their high school courses. Class limit: 15

*\*Participation in the Debate Club will be encouraged, but not required.*

# Social Studies

The Social Studies Department seeks to broaden students' understanding of themselves and the world in which they live to become responsible and informed citizens of the 21<sup>st</sup> century. In addition to history, students study geography, politics, sociology, religion, economics, and the art of American and world cultures. We emphasize the interrelationship of the past to the present at every level of our program.

All students during grades 9-11 must complete the following sequence of Social Studies courses in order. Required courses must be taken in order, and only one required course may be taken per year (exception: making up a required course which was failed the previous year). The sequence of required Social Studies courses includes:

RECOMMENDED SEQUENCE OF REQUIRED SOCIAL STUDIES CORE COURSES		
	Sequence 1	Sequence 2
<b>Grade 9</b>	Humanities 9	Humanities 9
<b>Grade 10</b>	American History I	Advanced American History I
<b>Grade 11</b>	American Studies or Advanced American Studies or American History II	American Studies or Advanced American Studies or American History II
<b>Grade 12</b>	Social Studies electives	AP World History or Social Studies electives

## SOCIAL STUDIES CORE COURSES

### *Humanities 9 (Formerly Global Studies )*

Course Part 1 # 100901  
Course Part 2 # 100902  
Grade 9  
2.0 Credit

This is a 2 credit, year-long interdisciplinary course that will serve as the required Social Studies and English course for all freshmen. It will count for 1 credit of English and 1 credit of Social Studies for graduation. This course will familiarize students with the roots of the modern world by analyzing key case studies from world history and literature. This course is organized into thematic units that will focus on building literacy skills through the study of historical sources and works of literature.

### *American History I*

Course # 121009  
Grade 10  
1.0 Credit

American History 1 fulfills the first half of the two-year American history requirement. Students study the land and history of North America from post-glacial settlements through the U.S. Civil War. Special emphasis is placed on civics through an exploration of the U.S. Constitution, the Bill of Rights and the workings of American government.

Students are expected to complete research projects and writing assignments.

### ***Advanced American History I***

Course # 121021  
Grade 10  
1.0 Credit

Advanced American History I is a rigorous course that fulfills the first half of the two-year American history requirement and is recommended for students who plan to take Advanced American Studies. The class runs concurrently with American History, and students in the advanced section are expected to complete additional assignments at greater levels of depth. Students study a wide range of issues, events, and people from America's indigenous (Pre-Columbian) beginnings through the U.S. Civil War. An intensive study of the U.S. Constitution forms the heart of the civics component. Problem solving, critical thinking, independent reading, note-taking, and research skills are emphasized, along with a variety of writing projects. (This class is weighted at +.05 for advanced credit)

### ***American History II***

Course # 121110  
Grade 11  
1.0 Credit

This course fulfills the second year of the American History requirement and continues the study of the people, events, and trends of American history from the U.S. Civil War to the present. This course explores the causes of modern problems from social, economic, and political perspectives. Students are expected to complete research projects and a variety of writing assignments.

### ***American Studies***

Course Part 1 # 111111  
Course Part 2 # 111112  
Grade 11  
2.0 Credit

American Studies is a yearlong, interdisciplinary 11th grade English and Social Studies course. The class examines the influences of our past and our present by studying American culture through history and literature. Common themes are traced from the Romantic Period and the Reconstruction era through the present. Students are expected to make connections between various periods, complete a wide variety of projects and writing assessments, draw correlations between our history and current events, as well as contribute to class discussions and work both cooperatively and independently. Extensive reading and research projects are required. Through the integration of English and History disciplines, critical thinking and writing skills are developed, and students gain a thorough and meaningful appreciation of our country and the development of its culture. Required works may include *The Great Gatsby*, *The Grapes of Wrath*, and other varied literature from the Civil War through today.

### ***Advanced American Studies***

Course Part 1 # 111121  
Course Part 2 # 111122  
Grade 11  
2.0 Credit

Students may take the above class for advanced credit, weighted at .08. They are required to do all the work for American Studies and are expected to do additional projects in reading, writing, research, and class presentations. Outside readings are provided for enrichment in history and literary analysis. Students enrolled in Advanced American Studies are expected to maintain an 80 average and are eligible to take the AP exam in United States History.

### ***Advanced Placement World History***

Course Part 1 # 121030  
Course Part 2 # 121031  
Grade 11-12

By taking this course, students prepare for the AP exam in World History. In this course students investigate significant events, individuals, developments, and processes in the historical periods from approximately 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. A passing grade on the three hour A.P. exam often means the recognition of college credit. Frequent quizzes and tests model the A.P. exam. Work in this course is comparable to work in an introductory level college course. Open to juniors and seniors with recommendation of their former social studies teacher(s).

**Note: Students who elect AP Courses are expected to take the AP Exams.**

## SOCIAL STUDIES ELECTIVE COURSES

### *You And The Law*

Course # 122020

Grade 10-12

0.5 Credit

Know Your Rights! Learn about the legal environment in which you live and the laws that govern human conduct. Explore the civil, criminal, and juvenile justice processes. Additional units focus on consumer protection, deceptive sales practices, contract laws, credit, family and housing law. Students will make informed discussions, debate issues, and examine case studies. Students will be expected to demonstrate their acquired knowledge through a mock trial, followed by a trip to a criminal court. Offered every other year

### *World Geography*

Course # 122030

Grade 10-12

0.5 Credit

Do you like to travel? Would the exploration of exotic places interest you? Do you like current events? If so, then this activity-based course is for you. While exploring the world, students will find themselves in the middle of world conflicts over food, water, land, fossil fuels and global warming. A "Model UN" program is incorporated into the course. The program asks students to become part of the world community, as it struggles to balance the needs of humanity within the limitations of earth's resources. Projects will be used to assess student performance, along with a three-day trip to New York City where students apply their acquired skills to move among the city's multi-cultural communities to experience diversity through food, language, and customs.

### *Behavioral Science*

Course # 123010

Grade 11-12

1.0 Credit

Why do we do the things we do? Using materials from psychology, sociology, and anthropology, students study human behavior. Student centered study emphasizes identity, dreaming, substance abuse, child development, adolescence, advertising, sexuality, aggression, conformity, prejudice and discrimination. Students are expected to complete a research project and tests are infrequent.

### *Advanced Behavioral Science*

Course # 123021

Grade 11-12

1.0 Credit

Advanced Behavioral Science follows the same format as Behavioral Science, but students are held to a higher standard of grading, with respect to both written work and depth of material analyzed in papers and projects. Students should be encouraged to take this section only if they have maintained a B or better average in previous college prep courses. Requirements include one research paper, one book report, and one film review, in addition to the unit assessments. (This class is a weighted credit.)

## ***Economics 101***

Course # 120550

Grade 10-12

0.5 Credit

Are Baseball players overpaid? What is the price of clean air? Students evaluate these questions and view the world around them through the eyes of an economist. By critically analyzing controversial social and public issues, the class examines economic principles such as scarcity, cost benefit analysis, as well as supply and demand. Additionally, participants examine U.S. economic skills necessary to function as informed citizens of the 21<sup>st</sup> century. Skills gained are demonstrated through a required project examining a national healthcare issue.

## ***Contemporary Issues***

Course # 124010

Grade 10-12

0.5 Credit

How does an informed citizen actively participate in a democratic society? Through the study of state and national and world-wide issues, students will examine the roles and responsibilities of being an American citizen and how to monitor and influence public policy. The role of public policy and the responsibilities of the media will be examined. Students will participate in the democratic processes and take an active role in their communities. This is a hands-on course designed to get students involved. Activities may include: polling the student body, interviewing local politicians, debating issues, examining elections and the election process, writing letters to elected officials, participating in Select Board meetings, researching current events, or developing public policy on a chosen topic.

## ***Schools and Society***

Course # 120552

Grade 11-12

1.0 Credit

School and Society's goal is to increase engagement, learning, and student voice in decision making by creating a partnership between students, faculty, and the community to strengthen relevance, relationships, rigor and shared responsibility. The course will focus on this goal by conducting an ACTION research to first establish a baseline for the presence of these qualities in our school. Students will then bring this data out to "stakeholders" (students, faculty, school boards, and community members) and lead discussions about their findings to better understand causes and explore possible actions to improve and enhance these attributes in their communities. Students initiate this dialogue because it is a central task of the course and a powerful use of time-key to the transformational process! Students then commit to transforming their learning experience and carefully track the impact of their work. Schools and Society students practice leadership skills such as public speaking, facilitating group discussions, and leading student assemblies and faculty meetings/in-service programs.

# Mathematics

Mathematics offers all students preparation in the skills necessary for competence in mathematics, as well as preparation for further training. All courses aim to increase the understanding of basic concepts, to broaden the knowledge of our number system, and to apply this through mathematics. Experience with quantitative reasoning, study of the techniques of critical thinking and knowledge of the contributions mathematics has made and is making in our society are emphasized in upper-level mathematics courses.

## RECOMMENDED MATH SEQUENCES

RECOMMENDED SEQUENCE OF REQUIRED MATHEMATICS COURSES					
	Sequence 1	Sequence 2	Sequence 3	Sequence 4	
<b>Grade 8</b>			Algebra 1		
<b>Grade 9</b>	Transitional Math Algebra 1A	Algebra 1A Algebra 1B	Geometry	Algebra I and Geometry	
<b>Grade 10</b>	Algebra 1 B	Geometry	Algebra 2	Algebra 2	
<b>Grade 11</b>	Geometry	Algebra 2	Pre-Calculus	Pre-Calculus	
<b>Grade 12</b>	Algebra 2	Pre-Calculus	Calculus	Calculus	

## MATHEMATICS CORE COURSES

Is a mathematics program that integrates the topics or strands of the Common Core State Standards and the Otter Valley non-negotiable skills. Each course in this program covers topics in algebra, geometry, probability, statistics, and trigonometry.

### *Transitional Math*

Course # 140050  
Grade 9-12  
1.0 Credit

Transitional Math provides the necessary foundational skills to meet the Vermont Common Core Standards and Otter Valley's Essential Learning requirements. Transitional Math has an intense focus on the development of foundational math skills. Student's work must be proficient in each of the 12 units to complete this course. Each lesson provides ideas to allow students to build understanding and familiarity with new mathematical ideas while they apply, sharpen, and maintain the skills they already have. Concepts taught include: numerical expressions and factors, fractions and decimals, ratios and rates, percents, number sets, area, surface area and volume, algebraic expressions and properties, solving equations in one variable, absolute value, inequalities, graph using a coordinate plane, and statistical measure.

### *Algebra 1A*

Course # 141510  
Grade 9-12  
1.0 Credit

This course will stress understanding of the basic structure of Algebra, techniques for problem solving, acquisition and facility in applying algebraic concepts, and an appreciation for the precision of language needed in higher mathematics.



Concepts include: evaluation of expressions, solving equations and inequalities, introduction to functions, writing and graphing linear functions.

### **Algebra 1B**

Course # 141610  
Grade 9-12  
1.0 Credit

This course will stress understanding of the basic structure of Algebra, techniques for problem solving, acquisition and facility in applying algebraic concepts, and an appreciation for the precision of language needed in higher mathematics. Concepts include: systems of equations, exponential properties, introduction to polynomials, basics of data analysis and probability.

### **Algebra 1**

Course # 140911  
Grade 9-12  
1.0 Credit

This course will stress understanding of the basic structure of Algebra, techniques for problem solving, acquisition and facility in applying algebraic concepts, and an appreciation for the precision of language needed in higher mathematics. Concepts include: evaluation of expressions, solving equations and inequalities, introduction to functions, writing and graphing linear functions, systems of equations, exponential properties, introduction to polynomials, basics of data analysis and probability.. Ninth grade students who request to enroll in Algebra 1 and Geometry during the same school year need the recommendation from their instructor and a proficiency level of 75% or above in Algebra 1 or a teacher conference.

### **Geometry**

Course # 141012  
Grade 9-12  
1.0 Credit

Geometry provides experiences that deepen the student's understanding of shapes, and their properties, with emphasis on their wide application in human activity. Geometry will be developed from an inductive as well as deductive perspective. Students will also focus on the important connection between Algebra and Geometry. A TI84 (graphing calculator) is recommended. Students who pass Algebra I but do not show proficiency of at least 75% will be encouraged to enroll in Geometry Lab.

### **Algebra 2**

Course # 141112  
Grade 10-12  
1.0 Credit

Algebra 2 covers topics such as logarithmic and exponential functions, quadratic functions, general polynomial functions, binomial theorem, systems of linear and/or quadratic equations, matrices relations and functions, and the study of rational, irrational, and complex numbers. Scientific calculators are standard equipment in this class. A TI 84(graphing calculator) is recommended. Proficiency level of 75% or greater in Geometry required or a teacher conference.

## **MATHEMATICS ELECTIVE COURSES**

### **Geometry Lab**

Course # 141013  
Grade 9-12  
.5 Credit

Geometry Lab is to be taken concurrently with Geometry. This is an every other day class that will be used to pre teach as well as reinforce concepts needed to be successful in geometry class. This course will be through teacher recommendation after taking Algebra 1B or for students who passed Algebra 1 but received lower than a 75% Proficiency for the semester in either.

### ***Business Math***

Course # 140024

Grade 11-12

1.0 Credit

Business Math prepares students to be successful in financial literacy. These concepts are used daily outside of the classroom that will help students solve personal financial and business problems. This course will study payroll, taxes, insurance, interest rates, debt, saving, supply chains as well as how to solve a variety of problems in business.

**Prerequisite: Integrated 2 or Geometry.**

### ***Pre-Calculus***

Course # 142020

Grade 11-12

1.0 Credit

Pre-calculus should be taken by all students who plan to major in technical fields, computer science, or who will take college calculus. This course emphasizes mathematical thinking with an introduction to formal logic. Students will review polynomial, exponential, logarithmic, trigonometric, and rational functions. With computers and graphing calculators, students will build their understanding of the properties and uses of functions. Students will also study discrete mathematics topics such as graphs and circuits, combinatorics, recursion, and mathematical induction. A TI 84 calculator is recommended. **Proficiency level of 75% or above in Algebra 2 is required or a teacher conference.**

### ***Calculus***

Course # 147010

Grade 12

1.0 Credit

Calculus should be taken by students who plan to pursue technical fields in college. This is an introductory calculus course using a modern approach to a classic subject. Graphing calculators allow the use of numerical and graphical methods that are more directly related to concepts, in addition to algebraic methods. This allows students with average algebra skills and strong study skills to be successful in calculus. Calculus is presented as the study of four fundamental concepts: limits, derivatives, definite and indefinite integrals. A TI 84 (graphing calculator) recommended. **Proficiency of 75% or higher in Pre-Calculus required or teacher conference.**

# Science

The Otter Valley Union High School Science Department provides students with opportunities to develop contemporary skills in science education that are consistent with state and national science academic standards. We promote student understanding of scientific concepts relevant to the individual and to society, and foster an appreciation of scientific inquiry. Our students obtain a broad education covering a wide variety of content disciplines. Our constructivist teaching philosophy, curriculum, and facilities *support hands-on* experience.

The OV Science program has a variety of required and elective courses to meet this philosophy. Courses that specify laboratories are two semesters in duration to facilitate lab instruction. The movement from one course to the next course in sequence is contingent upon satisfactory performance.

## SUGGESTED SEQUENCES OF CORE SCIENCE COURSES

RECOMMENDED SEQUENCE OF SCIENCE CORE COURSES			
	Sequence 1	Sequence 2	Sequence 3
<b>Grade 9</b>	Geophysics or Moosalmoo Science	Geophysics	Geophysics & Biological Sciences
<b>Grade 10</b>	Principles of Biology	Biological Sciences	Chemistry
<b>Grade 11</b>	Principles of Chemistry or Environmental Science	Chemistry	Physics or AP Science Course
<b>Grade 12</b>		Physics or AP Science Course	Physics or AP Science Course

## SCIENCE COURSES

### *Geophysics*

Course # 160910  
Grade 9  
1.0 Credit

Geophysics is a one semester laboratory science course guided by the Next Generation Science Standards designed to explore the interactions between the physical concepts of matter and energy and Earth and the universe. These include Earth's place in the universe, Earth systems and human impact. There is a strong emphasis on the science and engineering practices. Students will become proficient in designing and implementing lab experiments as well as analyzing data and constructing explanations based on evidence all in the context of Earth systems. All 9th graders will be required to take this course, unless enrolled in Lower Moosalamoo Science.

### *Biological Science*

Course # Part 1 162420  
Course # Part 2 162421  
Grade 9-12

This laboratory course requires a two-semester commitment where students will have the opportunity to explore the interactions of organisms within their environment. Throughout the year, students will be exposed to a wide range of topics through lab experiences, lectures, homework assignments, and research, as well as individual and group projects and presentations. **Prerequisites:** As 9th graders: A in 8th-grade science and successful completion of Algebra I encouraged. For all other students, successful completion of geophysics.

### ***Principles of Biology***

Course # 162411

Grade 10-12

1.0 Credit

Foundations of Biology is a one-semester laboratory science course guided by the Next Generation Science Standards. This course will introduce students to the core principles of defining life, biological molecules, cell structure and function, genetic inheritance, an organism's response to its environment behaviorally and evolutionarily, the flow of energy through biological systems, experimental design, supporting a claim using evidence, and scientific research.

**Prerequisite:** Successful completion of Geophysics or Moose Science

### ***Principles of Chemistry***

Course # 162430

Grade 10-12

1.0 Credit

Practical Chemistry is a one-semester laboratory-based course. Its goal is to introduce students to a working knowledge of the following areas: Atomic Structure, Measurement, the Periodic Table of the Elements, Chemical Bonding, and Chemical Reactions. Students will get hands-on experience in the laboratory to work on transferable skills that have been learned in past science courses and have the ability to relate chemistry into their everyday lives. **Prerequisite:**

Successful completion of Geophysics and Principles of Biology

### ***Chemistry***

Course # Part 1 162022

Course # Part 2 162024

Grade 10-12

2.0 Credit

This is a two semester commitment laboratory course designed to allow students to develop a working understanding of the concepts, methods, and practical applications of chemistry. Topics covered include atomic structure, electron arrangement and periodic trends, bonding and molecular geometry, chemical reactions, measurement, stoichiometry and the mole, gas laws, solutions, acids and bases, and electrochemistry. The course relies heavily on math skills learned in algebra and to be successful a student should have completed algebra and be competent in skills such as using scientific notation in calculations, setting up ratios, and graphing and solving for a variable. **Prerequisite:** Successful completion of Biological Science and either Algebra I or Integrated Math 2.

### ***Environmental Science***

Course # 162440

Grade 10-12

1.0 credit

Environmental science is a course dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population. This course examines the scientific principles behind natural phenomena and resource cycles, explores how we utilize these systems and our impact, and potential solutions for the resulting consequences of resource mismanagement and exploitation. The course includes elements of life science, physical science, and social science and focuses on breadth and interrelatedness of relevant current events. Concepts can be explored through inquiry based laboratory exercises, environmental health assessment techniques, student

presentations and projects. **Pre-requisites: Students must have completed a course in Biology and Chemistry**

### **Physics**

Course # 163011  
Grade 11-12  
1.0 Credit

This physics course focuses on mechanics and uses the modeling instruction methodology. Modeling instruction is a guided inquiry approach to teaching physics that organizes instruction around a coherent storyline of model development. This method provides coherent instruction while students are immersed in the process of doing science. Students develop multiple models to demonstrate their understanding of physics concepts, such as equations, diagrams, graphs, and motion maps. This course utilizes algebra and trigonometry skills.

### **Advanced Anatomy & Physiology**

Course # 163020  
Grade 11-12  
1.0 Credit

An elective course for students in grades 11 and 12 that covers the eleven systems of the human body in detail. The course begins with the learning of the terminology used to refer to the human body and progresses through the systems. Students are expected to memorize the structures that form each system and to understand how each system functions. Laboratory lessons will involve the dissection of various vertebrate and invertebrate organisms and organs.

### **Advanced Placement Biology**

Course # Part 1 167110  
Course # Part 2 167111  
Grade 11-12  
1.0 Credit

This is a course in advanced topics in biology. It is specifically for students with a high interest in biology who wish to get a head start on their college science credits. The course follows an approved AP Biology curriculum with the specific goal of preparing students to take the advanced placement exam. There will be summer assignments to ensure that the students have kept their knowledge fresh. Participants in this class should plan on a significant homework load. Offered opposite year of AP chemistry. AP Biology will run on an A/B day basis. Note: Students who elect AP Courses are expected to take the AP Exams. **Prerequisites: Students who desire to take AP Biology must successfully take Biological Science and Chemistry with a 80 or receive teacher approval.**

### **Advanced Placement Chemistry**

Course # Part 1 167210  
Course # Part 2 167211  
Grade 11-12  
2.0 Credit

This is an advanced course in chemistry for students who have done well in 10th/11th grade Chemistry. The course is designed to cover college level work and to prepare students for the Advanced Placement Examination given in the spring of the year. Students who do well on the A.P. Exam can receive from three to six college credits in chemistry at many colleges. A student must have successfully completed BSCS Biology and Chemistry prior to taking this course. A scientific calculator is highly recommended. Offered every other year will be offered in 23-24. **\*Prerequisites: Students who desire to take AP chemistry must successfully take Biological Science and chemistry with a B or receive teacher approval. \*Note: Students who elect AP Courses are expected to take the AP Exams.**

### **Advanced Placement Environmental Science**

Course # Part 1 167151  
Course # Part 2 167152  
Grade 11-12

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability. There will be summer assignments to ensure that the students have kept their knowledge fresh. Participants in this class should plan on a significant homework load. AP environmental Science will run on an A/B day basis. \*Prerequisites: Students who desire to take AP Enviro must successfully take Biological Science and chemistry with a B or receive teacher approval. \*Note: Students who elect AP Courses are expected to take the AP Exams.

# Physical Education

## PHYSICAL EDUCATION COURSES

### *Physical Education*

Course # 262010

Grade 9-12

0.5 Credit

At Otter Valley, our high school physical education classes teach a variety of components of wellness and lifelong wellness. We also adhere to PRIDE values and students are graded not only on their level of physical activity but also their citizenship and sportsmanship. We also encourage participation and collaboration especially at the high school level. We also concentrate on the primary components of physical fitness that include cardiovascular health, physical strength and flexibility exercises. We also teach a vast array of games and sports as well as team building activities to support a lifelong commitment to wellness. Our teaching standards are in accordance with SHAPE America guidelines

### *Personal Fitness*

Course # 261030

Grade 9-12

0.5 Credit

The Personal Fitness course equips students with the necessary abilities and understanding to maintain a lifelong exercise routine. The curriculum emphasizes individual fitness improvement rather than group games. Key areas of focus include strength, cardiovascular, and flexibility training. Students will learn to utilize weight room gym equipment confidently, preparing them for workouts during and after high school, as well as outdoor activities like hiking, snowshoeing, and cross-country skiing. The program concentrates on building strength and conditioning, enhancing fitness knowledge, and exploring lifetime sports such as archery, yoga, aerobic exercises, and frisbee golf. A potential off-campus excursion may be included. The course promotes understanding the importance of a healthy diet and regular physical activity. Classes take place in various settings, including the weight room, gymnasium, outdoor fields, wooded areas, and locations where technology can be used for research and assignments. Fitness activities encompass cardiovascular exercises, strength training, agility drills, plyometrics, flexibility work, coordination exercises, balance training, and safety awareness. Student assessment is based on their ability to create and implement personal fitness plans, demonstrate proper exercise and spotting techniques, adhere to safety protocols, understand overload principles and progression, and complete written evaluations showcasing their fitness knowledge. Personal Fitness aims to boost self-esteem, self-concept, and introduce students to enduring fitness activities. As with other classes, appropriate attire and active participation are expected in each session and students should be prepared for indoor and outdoor activities for every class. Plenty of time is spent in the outdoors and utilization of Hawk Hill.

### *Physical Education Through Athletics Or Theater*

Fall Sport Course # 262050

Winter Sport Course # 262051

Spring Sport Course # 262052

Fall Theater Course # 262060

Grade 9-12

0.25 Credit

Students will earn PE Credit toward graduation through participation in OVUHS co-curricular activities.

This credit option is only available to students in grades 9<sup>th</sup> -12<sup>th</sup>; the maximum number of credits that can be earned through Interscholastic Activity and/or Dance Troupe is one-half (.5) credits. How to earn the credit:

- **PE through Interscholastic Activity:** Students who participate in Junior Varsity or Varsity athletics will earn one quarter (.25) credit per sport season, to a maximum of one half (.5) credit (two sport seasons). Credit may be earned for only one sport per season. To earn the .25 credit the student must complete the season and be in good standing. Good standing includes regular attendance, participation, and effort. Students are encouraged to complete their sports credit before the beginning of their senior year. The maximum number of credits that can be earned through this interscholastic activity is one-half (.5) credits.

- **PE as a member of the Dance Troupe in the School Musical:** Students who participate as a dancing member in the school musical can earn one quarter (.25) credit per production, to a maximum of one-half (.5) credit (two productions). Credit will be earned for only one per production. To earn the .25 credit the student must complete the production and be in good standing. Good standing includes regular attendance, participation, and effort. Students are encouraged to complete these credits before the beginning of their senior year. The maximum number of credits that can be earned through Dance Troupe in the school musical is one-half (.5) credits.

**Note:** This is tracked through the Activities Director and Counseling Office.



# Health and Family & Consumer Sciences

Otter Valley Middle/High School has created a continuum of health education beginning in grade 7 and continuing into high school. This curriculum was developed through the collaboration of OV health educators, school counselors and social, emotional learning professionals. Data from the Youth Risk Behavior Survey has also been taken into account and will be reviewed with each new report. The focus is on the National Health Education Standards. The curriculum will also routinely reference the [OV Wellness Wheel](#). Through skill and knowledge acquisition, students will learn to demonstrate health-enhancing decision-making strategies relevant to their personal daily challenges and relative to their emotional, social and physical health. Each course is designed to link with the next, with students gaining and continuing practice in the following lifeskills: Accessing Information, Advocacy, Analyzing Influences, Decision Making, Goal Setting, Interpersonal Communication, and Self Management through the lens of common health topics like mental health, sexual and reproductive health, personal wellness, safety, violence prevention, and substance use and abuse. The intention is to teach “the whole child,” giving each student the skills and knowledge to navigate life empowered to be health conscious.

**Department Graduation Requirement:** *.5 credit must be in Health.*

## HEALTH AND FACS COURSES

### *Health*

Course # 240910

Grade 9-12

0.5 Credit

Become informed and actively engaged in remaining healthy throughout your lifetime! In this class, you will read about current health issues locally and worldwide and discover, reflect, and act on the different aspects of wellness: physical, mental, social, environmental, and spiritual. You will learn about and use relationships, communication, decision making, and critical thinking skills. Nutrition, sex and gender, substance use, and disease and injury prevention will be explored. Students will take this course as a .5 Health credit for graduation.

# Fine Arts

Through the appreciation of and participation in music, art, and drama, we offer students multi-sensory experiences, which stimulate creative thinking and provide an important perception and understanding of the individual and the world in which he/she lives. Each particular discipline/course helps to develop problem solving skills, reinforce group awareness and foster cooperation, and contribute to the intellectual, social and emotional growth of the individual.

## ART PROGRAM

As an artist, you are in an enviable position. You are both creators and thinkers. It is your vision that will lead us.

### ***Introduction To Studio Art***

Course # 302040  
Grade 9-12  
0.5 Credit

This course will introduce students to the high school art studio. Students will learn basic skills, procedures, and concepts necessary to create a foundation in art. During this class students will be introduced to creative thinking habits and learn the basics of drawing, painting, pottery, photography, and sculpture. They will learn how to prep, use, and take care of their tools and materials. Students will focus and create artwork that deals with the Elements and Principles of Design. They will learn how to describe their work and understand what choices can make a stronger composition. Toward the end of the semester students will assess their work, choose their strongest pieces to showcase, and create a display within the school. This is a prerequisite for all other art courses.

### ***Art Workshop***

Course #302010  
Grade 9-12  
0.5 Credit

Art Workshop focuses on students developing their vision and voice, learning specialized techniques (such as bookmaking, ceramics, mixed media, etc.), and practicing problem-solving skills. Students will experiment with a wide range of media that will build on the lessons learned in Introduction to Studio. During this course, the student will take on more responsibility and will be in charge of choosing their artistic medium to reply to thought-provoking thematic units. Students will research and study past and present works of art to inspire and educate them about the possibilities from each of the materials. Near the end of the semester students will assess their work, choose their strongest pieces to showcase, and create a display within the school. **Prerequisite: Introduction to Studio**

### ***Media Art***

Course #302047  
Grade 9-12  
0.5 Credit

The Media Arts will focus on developing both technical and training skills for students for exploration of potential employment careers that relate to the designing, producing, exhibiting, performing, writing and publishing of multimedia content, including visual and performing arts, design, journalism, and entertainment services, etc. Students will use hands-on learning where the emphasis is on problem-solving skills, creativity skills and communication techniques. Students, through problem solving can include within areas of color and design, graphic design, digital photography, and computer art, etc. Projects will be done both individually and in groups. Students will gain leadership skills, communication skills, feedback techniques, and problem-solving skills strategies while working in a professional-like studio environment. **Prerequisite: Introduction to Studio**

## **Advanced Studio**

Course # 302050  
Grade 10-12  
0.5 Credit

This course gives students who have taken Introduction to Studio, Art Workshop, Printmaking and/or Pottery an opportunity to advance their skills further. Advanced students are expected to research, plan, and create projects in their interested medium. They will also have to demonstrate better control of media and work independently on assignments. Advanced Studio is meant for the students who want to develop their skills, knowledge, and creative process. This course will also be useful for students wanting to build a portfolio for college submissions. Near the end of the semester students will assess their work, choose their strongest pieces to showcase, and create a display within the school. **Prerequisite: Introduction to Studio and at least, one other Visual Arts course**

## **Portfolio**

Course # 302044  
Grade 10-12  
0.5 Credit

This course gives students who want to develop, strengthen and the ability to have creative freedom. Portfolio students are expected to research, plan, and create projects in their interested medium/media. They will also have to demonstrate better control of media and work independently on assignments. Portfolio is meant for the students who want to develop their skills, knowledge, and creative process. This course will also be useful for students wanting to build a portfolio for college submissions. Near the end of the semester students will assess their work, choose their strongest pieces to showcase, and create a display within the school. **Prerequisite: Advanced Studio and at least, two other Visual Arts courses..**

## **Independent Art Studies**

Course # 302046  
Grade 10-12  
0.5 Credit

This course gives students who want to develop, strengthen and the ability to have creative freedom. Independent Art Studies students are expected to research, plan, and create projects in their interested medium/media. They will also have to demonstrate better control of media and work independently on assignments. Independent Art Studies is meant for the students who want to develop their skills, knowledge, and creative process. This course will also be useful for students wanting to build a portfolio for college submissions as well. Near the end of the semester students will assess their work, choose their strongest pieces to showcase, and create a display within the school. **Prerequisite: Introduction to Studio and at teacher's discretions.**

## **MUSIC PROGRAM**

**Get involved! Sign up for music classes!** We have music opportunities for you, even if you are new to the world of music. Some of our opportunities require previous knowledge, and others do not. If you have no prior music experience, and you want to know where you might fit into the music department, please contact the music teachers. Our performing ensembles are vitally important ambassadors for our school and our community. In addition, they're lots of fun! Do you wish you had a good voice? Sign up! We'll teach you to sing. So you haven't played that band instrument since you dropped out of band in 6<sup>th</sup> grade? No problem – we can give you the skills to be a productive member of our High School Band! All performance ensembles may be taken every semester for four years. Each subsequent year offers new challenges and responsibilities.

## **High School Band**

Fall Course # 222025  
Spring Course # 222026  
Grade 9-12  
0.5 Credit

This is your chance to be part of the most visible and versatile musical group at our school. The High School Band is a Concert Band, Pep Band, and Parade Band rolled into one ensemble. We have a busy performance schedule, including concerts, basketball games, pep assemblies, parades, graduation, and music festivals. Our main focus is fun through musical excellence. This class requires some instrumental music experience and the ability to read music. If you want to participate, but doubt your musical talents, see the instructor. A small selection of school-owned instruments are available for student use.

### ***High School Chorus***

Fall Course # 322425  
Spring Course # 322426  
Grade 9-12  
0.5 Credit

High School Chorus is our primary singing ensemble. Is it for you? No prior chorus experience is necessary. For all singers from beginner to expert, this is a safe and fun chance for you to experience ensemble music. If you are wondering if this experience might be a good fit for you, talk to the music director. If you like to sing, and would like to be part of a singing group that performs many styles of music, High School Chorus is for you. Performances may include school concerts, community functions, and elementary school tours. High School Chorus will give you exposure to many styles of singing, from classical to world music to jazz to pop.

### ***American Music History***

Course # 324229  
Grade 9-12  
0.5 Credit

Are you interested in learning more about the history of American pop music? If yes, this is the class for you. In American music history, we examine the roots of all American music, starting with folk music before the Civil War and its development over time into country, blues, jazz, rock'n'roll, and hip hop. Throughout the class, we will discuss the musical and cultural significance of each of these genres, and aim to create a timeline explaining how those genres interact with history.

### ***Music Theory And Technology***

Course # 324023  
Grade 9-12  
0.5 Credit

This class will cover music theory topics from basic to advanced, and will explore possibilities for music composition and production using computer based technology. Prior experience and knowledge in music is helpful, but not necessary. Students will become functional and creative in the use of music notation, music sequencing, and music recording/mastering software and will acquire skills necessary to open up possibilities for lifelong music creation

### ***Jazz Theory And Improvisation***

Course # 324025  
Grade 9-12  
0.5 Credit

This class is open to anyone with basic to advanced skills on any melodic instrument. No prior music theory knowledge is necessary. The goal of the class is to help you become a confident, competent improviser in various jazz and rock styles. Music Theory topics will be addressed as jazz performance needs dictate, but the majority of the class will be focused on learning through playing. Takes place outside of the normal school day.

### ***Piano And Keyboard Workshop***

Course # 324228  
Grade 9-12  
0.5 Credit

Learn basic piano and music-reading skills in a safe, non-threatening environment. Otter Valley is equipped with a full Piano/Keyboard lab, and it's waiting for you! In just one semester, you will gain the skills necessary for life-long music enjoyment with any piano or electronic keyboard. You will also gain the skills for music making in our school music

ensembles. While you are learning keyboard techniques, you will also be learning music reading and music theory as a natural part of the process.

### ***Fine Arts Credit Through High School Jazz Band***

Course # 343013  
Grade 9-12  
0.25 Credit

The OVUHS Jazz Band rehearses before school on Monday, Tuesday, and Thursday throughout the school year. The Jazz Band has a standard big band instrumentation of trumpets, trombones, saxophones, piano, bass, guitar, and drums. The Jazz Band is an ambassador of the OV music department, traveling near and far for performances in the community and at jazz festivals. If you are interested in playing in the Jazz Band and are new to the program, please contact the high school music director for more information. Registering for the class can be done through your counselor or the music director.

### ***Fine Arts Credit Through Chamber Singers/Wind Ensemble***

Chamber Singers Course # 343014  
Wind Ensemble Course # 343015  
Grade 9-12  
0.25 Credit

If you play a band instrument or sing (or both!), you should have music performance in your life. If your schedule doesn't allow this, HERE is a way for you to do the impossible in a very user-friendly way. Chamber Singers is an extension of Senior Chorale, and Wind Ensemble is an extension of HS Band. These classes have their own special requirements, but do not meet during the school day. If you are interested in being part of the performance groups, but have no time in your schedule, sign up for either or both of these options. \*\*Students will register through the Instrumental or Vocal Director. Takes place during Flex.

### ***Fine Arts Credit Through Musical Theater Pit Orchestra***

Course # 342027  
Grade 9-12  
0.25 Credit

Otter Valley has an established reputation for excellence in musical theater. A huge part of this tradition is the pit orchestra, composed of advanced students and local professionals. The music is difficult and the schedule is demanding, but the artistic experience and potential for musical growth are unsurpassed. If you are looking for the chance to take your musical skills to the next level and beyond, this is it. Registration should be done through the music director. Offered in the fall only and takes place outside of the normal school day.

## **THEATER PROGRAM**

### ***Theater Arts 1&2***

Course # 340720  
Grade 9-12  
0.5 Credit

Theater Arts is an introduction to theater for the beginner or non-actor. The first part of the class will start with a focus on creating original works presented for the camera with the use of green screens and video editing. The latter part of the course will focus on traditional theater forms, with an emphasis on reading established texts, acting techniques, scene study, character work, and musicals. May be taken for one additional .5 credit as Advanced Theater for students committed to developing dramatic skills as both performers and dramatic creators. The focus of the course is on advanced acting techniques, working with higher-level texts, and creating original dramatic works.

### ***Media Production 1&2***

Course # 342047  
Grade 9-12  
0.5 Credit

In this class students will learn how to produce podcasts, short documentaries, and a short film. The students will learn how to use audio editing software, video editing software, and cameras for recording. Students will be engaged in learning how their voices can impact the world around them through their stories and creativity. May be taken for one additional .5 credit for those students who would like to expand their voice through a series of podcasts on a topic or create an original short film from script to screen.

### ***Technical Theater Workshop 1&2***

Course # 343011  
Grade 10-12  
0.5 Credit

Technical Theater Workshop is a course for students interested in the technical aspects of theater design and production. The course includes a basic introduction to theater styles, scenic, lighting, costume, and make-up design; as well as set construction, painting, and the use of lighting and sound equipment. May be taken for one additional .5 credit as Advanced Technical Theater Workshop where the student will be expected to understand the basics of each area and then concentrate in one area of theater design or production for a final unit of study.

### ***Theater And Film Appreciation***

Course # 342048  
Grade 9-12  
0.5 Credit

This course is a survey of the developments in the history of Western theater and the history of film. This course is designed to develop awareness of and appreciation for dramatic art as reflected in theater and film and to increase the student's enjoyment and knowledge of drama and its historical, social, and cultural contexts. **Required Theater-going:** Students will be required to attend ONE live production on their own in addition to possible class field trips to productions.

### ***Multimedia Journalism***

Course # 205025  
Grade 9-12  
0.5 Credit

The Multimedia Journalism course offers students an exciting, hands-on opportunity to engage in the dynamic fields of journalism, media production, and publishing. Through creating the Otter Nation News monthly newscasts, the school's yearbook, school newsletters, and social media, students will gain valuable skills in storytelling, digital media production, and collaboration as they work together to document and celebrate the stories that shape our school community. In the course, students will learn how to generate story ideas, conduct interviews, write scripts, and create multimedia content using industry-standard tools. Through real-world deadlines and teamwork, students will be responsible for producing polished, final products that showcase the spirit and diversity of our school.

### ***Fine Arts Credit Through Theatrical Production***

Course # 342026  
Grade 9-12  
0.25 Credit

Students who participate in high school theatrical productions can earn .25 credits per semester of fine arts credit. To earn the credit, the student must fill out and register the necessary paperwork, complete the production in its entirety and be in good standing with the company. Good standing includes regular attendance, participation, and effort in both practices and performances. The credit is given on a pass/fail basis. Students will register through the instructor. Not during normal school hours.

### ***Physical Education Credit Through Theatrical Production***

Course # 262060  
Grade 9-12  
0.25 Credit

As a member of the Dance Troupe in the School Musical: Students who participate as a dancing member in the school musical can earn one quarter (.25) credit per production, to a maximum of one-half (.5) credit (two productions). Credit will be earned for only one per production. To earn the .25 credit the student must complete the production and be in good standing. Good standing includes regular attendance, participation, and effort. Students are encouraged to complete these credits before the beginning of their senior year. The maximum number of credits that can be earned through Dance Troupe in the school musical is one-half (.5) credits. This course is Pass/Fail and not during normal school hours. **Note: This is tracked through the Activities Director and Counseling Office.**

### ***Fine Arts Credit Through Directing***

Course # 343017

Grade 9-12

0.5 Credit

Students who participate in high school theatrical productions can earn .5 fine arts credits. Before participating in this option, the student must have successfully participated in four productions since entering high school, one of those being a Short Play production. To earn the fine arts credit, the student must fill out and register the necessary paperwork, complete the production in its entirety and be in good standing with the company. Good standing includes regular attendance, participation, and effort in both practices and performances. All other completed paperwork needs to be turned in at the due dates agreed upon during the first pre-production meeting. The credit is given on a pass/fail basis. Students will register through the instructor.

# Design & Technology Education



## TECHNICAL EDUCATION COURSES

### ***Woodworking***

Course # 282011  
Grade 9-12  
0.5 Credit

This course provides students an introduction to the basics of woodworking. The course will include safe tool operation, creation of a project, print reading, measuring, woodworking techniques, joinery and finishing. Students will start the course by learning how to safely use all of the shop's equipment and in doing so they will produce a cutting board. Once they have done this they will explore joinery by building a box. The course will culminate in a self directed woodworking project. (This course fulfills .5 credit in Fine Arts).

### ***Construction and Design***

Course # 282430  
Grade 9-12  
0.5 Credit

This course will focus on the fundamentals and technical skills in rough carpentry, electrical trades and other building trades. Industrial Technology aims to help students examine the technical skills needed in this high growth field, but is also a great fit for those who are interested in gaining additional problem solving skills while also applying what they learn in other courses in a project based learning environment. Students will learn about what goes into constructing a house and the considerations and decisions that are made to make it a reality. The final project for students will be the construction of a large scale project at the conclusion of the course.

### ***Small Engines***

Course # 283034  
Grade 10-12  
0.5 Credit

This course will give students an introduction to small engines and will enable them to explore this as a possible career path after high school. The approximately 60 hour course will teach students 2-stroke and 4 -stroke engine theory, parts identification, precision measuring, use of a technical manual, small engine disassembly, service of small engines, basic welding/cutting skills, and troubleshooting. Along, with this we will be learning about leadership through the student run Otter Valley FFA Chapter. This course culminates in a CDE(Career Development Activity) that takes place at the annual FFA convention, where students will put their skills to the test against other teams from around the state (participation is mandatory).

### ***Welding Basics***

Course # 282030  
Grade 9-12  
0.5 Credit

This is an introductory course in welding that will cover the basics of what the field of welding may hold for those looking to explore it as a future career ambition. The course will focus on MIG welding along with, print reading, math for welders, joint preparation and basic fabrication. Students will receive instruction in the classroom but will spend the majority of the course working to hone their skills in the welding lab. This course is ideal for students who want exposure to a high growth



field that can lead a student to an apprenticeship, direct employment or college after high school. Regardless of future ambitions it is a great skill to have that enables students to repair, build or modify existing equipment, projects or art.

## **Career Preparation Pathway**

The CPP is a flexible pathway for OV students (open to students in grades 9-12) to explore and prepare for their career ambitions through technical coursework, job shadows, internships, CTE programs and industry credentials, all taking place during their high school experience. This program will help students prepare for what comes after graduation with a focus on finding their post secondary path be it a job offer, college/trade school acceptance, apprenticeship or military orders. Students will apply in their 8th, 9th grade years typically while those in 10th grade will need special permission to. The program has a capacity of 10 students per application year.

### ***Career Prep Pathway Year 1***

Course # 282401  
Grade 9-10  
1 Credit

This is the core course for students as they begin their journey through the CPP. The course runs the whole year. Students will take it during their first year in the program (9th or 10th grade typically). This course will be focused on career readiness skills, preparing for future employment, participating in job shadows, exploring career fields, doing volunteer projects and learning to work as a group through civics oriented projects. The main body of work that students will produce is the first parts of their CPP portfolio which will document their learning and earn them english or social studies credits.

**Prerequisites:** Acceptance into the Career Preparation Pathway. Students will also be enrolled in career exploration during the fall semester to help prepare them for job placements as they progress through the CPP.

### ***Career Prep Pathway Year 2***

Course # 282402  
Grade 10-11  
0.5 Credit

This is the second year of the CPP where students will continue the work they started in their 1st year. The cohort will meet with their advisor during the 1st semester to check in and set goals for the year. Then in the second semester they will meet every other day for the semester as a class to continue their growth as a cohort and to build towards their goal of charting their path to their future. Students will dive deeper into specific aspects of their career preparation and continue to grow their portfolio through service learning and projects. The CPP portfolio which will continue to document their learning and earn them english or social studies credits.

**Prerequisite:** CPP Year 1

# World Languages

The World Languages Department offers courses that will provide the foundation for students to become responsible, global citizens with an appreciation for others' cultures.

## TRANSFERABLE SKILLS:

- Clear and Effective Communication
- Responsible and Informed Citizenship

## CONTENT PROFICIENCIES:

- Level 1: **Me and my world:** I can describe myself and my surroundings
- Level 2: **Then and Now:** I can narrate present and past events
- Level 3: **Our Choices, Our Future:** I can discuss hypothetical concepts
  - Completion of level III language courses is a prerequisite to be eligible for our trips abroad.
- Level 4-5: **Global Challenges - Above and Beyond:** I can navigate complex topics and materials in a variety of situations.

The content proficiencies will be assessed through the following modes:

**Interpersonal Communication, Presentational Speaking, Presentational Writing, Interpretive Reading, Interpretive Listening**

<https://www.actfl.org/sites/default/files/pdfs/PerformanceDescriptorsLanguageLearners.pdf>

*NOTE: Success in World Language classes beyond level one is tied to the success reached at the previous level. It is strongly recommended that students who have achieved less than a 75 in the previous level not advance to a higher level. For those with less than a 75 average there is the option of repeating a level to build skills. Students who earn a passing grade lower than 75 must have a conference with the teacher and teacher permission prior to enrolling in the next course.*

## Introduction to Languages and Culture

Course # 181010  
Grade 9-12  
0.5 Credit

This course provides an exploration of various languages and their associated cultures, focusing on linguistic structures, cultural practices, and the interplay between language and identity. Students will engage in interactive activities, discussions, and projects that promote understanding of diverse linguistic traditions and cultural expressions. Through the study of real-world examples, students will develop essential skills for effective communication and cross-cultural understanding, preparing them for an increasingly interconnected world.

## FRENCH WORLD LANGUAGE

### French 1

Course # 182010  
Grade 9-12  
1.0 Credit

The introductory course sets the groundwork for a student to be able to use basic language skills, using the three modes of communication. By the end of this course, students should be able to communicate in basic everyday-life situations, including greetings, daily activities, finding your way, telling time and date, making simple purchases, ordering a meal, etc... Students should be able to understand very simple oral and written texts, and ascertain specific information on simple topics and develop insight into the culture and society of the French-speaking world.

### French 2

Course # 182020  
Grade 9-12  
1.0 Credit

French 2 aims to improve students' ability to communicate in French, to systematically review grammar previously

studied, to be exposed to the past tense, and to enhance the students' knowledge of the cultural diversity of the French-speaking world (history, holidays and traditions, songs, geography, etc...). By the end of this course, students should be able to discuss current topics of interest, using an expanded vocabulary as well as a variety of tenses, including the passé composé.

**Prerequisite:** French 8 or French 1. Students must have a 75% grade in French 8 or French 1, or permission of the instructor, in order to enroll in French 2.

### **French 3**

Course # 182030

Grade 10-12

1.0 Credit

This course opens students to conversing on more abstract topics through the use of media and books. By the end of this course, students should be able to understand authentic passages on familiar issues, and communicate on a variety of subjects, using accurate pronunciation and intonation as well as a range of language and structures, and to read and summarize a limited number of authentic texts (fairy tales, songs, etc...). They should also be able to write more complex texts on familiar issues, and develop intercultural competence.

**Prerequisite:** French 2 with 75% or permission of the instructor.

### **French 4**

Course # 182040

Grade 10-12

1.0 Credit

This is an advanced-level course designed for high school students who have successfully completed intermediate French studies. This class focuses on deepening language proficiency in listening, speaking, reading, and writing while fostering a greater appreciation of Francophone cultures, applying language to authentic cultural themes and contexts.

Students will engage in immersive activities, including authentic conversations, debates, and cultural projects. The curriculum emphasizes advanced grammar, vocabulary expansion, and idiomatic expressions to enhance fluency. Literary works, films, and current events from French-speaking countries will be analyzed to develop critical thinking skills and cultural awareness.

By the end of the course, students will be prepared to communicate confidently in French across a variety of real-world contexts, laying the groundwork for advanced studies or practical application in a globalized world.

**Prerequisite:** French 3 with 75% or permission of the instructor.

### **French 5**

Course # 182050

Grade 10-12

1.0 Credit

Students will engage in a variety of activities, including reading and analyzing authentic texts, writing essays and creative pieces, and participating in discussions and debates on contemporary and historical topics relevant to the French-speaking world. The course includes a focus on advanced grammar, such as the subjunctive in nuanced contexts, idiomatic expressions, and professional language use.

Cultural exploration will be integral, incorporating literature, film, art, and current events from French-speaking communities. Projects may include presentations, research on cultural topics, or collaborations with native speakers through virtual exchanges.

By the end of the course, students will be prepared to communicate confidently in French across a variety of real-world contexts, laying the groundwork for advanced studies or practical application in a globalized world.

The course fosters a deeper appreciation of the diverse linguistic and cultural landscapes of the French-speaking world while equipping students with advanced communication skills for academic, professional, and personal contexts.

**Prerequisite:** French 4 with 75% or permission of the instructor.

## SPANISH WORLD LANGUAGE

### *Spanish 1*

Course # 183010

Grade 9-12

1.0 Credit

This introductory course sets the groundwork for a student to be able to comprehend Spanish language using the basic modes of communication. Students will develop basic conversational skills and be able to communicate about basic daily functions. Students will also develop a cultural awareness that includes idioms, customs, as well as the many countries and facets of the Spanish-speaking world.

### *Spanish 2*

Course # 183020

Grade 9-12

1.0 Credit

In the second level of study students will expand their vocabulary related to sports, travel, music, and leisure activities. Students will be able to discuss current topics of interest using a variety of verb tenses, including past, present and near future. Greater focus is placed on past tenses, preterite and imperfect. Cultural studies will focus on traditions, holidays, food, geography and the history of Spanish-speaking countries.

**Prerequisite:** Spanish 8 or Spanish 1 with a grade of 75%, or permission of the instructor.

### *Spanish 3*

Course # 183030

Grade 10-12

1.0 Credit

This course focuses on conversation and serves as an introduction to literature in building both grammar and vocabulary skills. Readings involving Spanish and Hispanic cultures, short stories, poetry, myths/legends and children's literature are incorporated into the curriculum. Short films, popular music and other media will help students with their mastery of the language. In both written and oral work, students will learn to discuss opinions, conduct increasingly advanced conversations and develop skills in mastering the sequencing of tenses and moods.

**Prerequisite:** Spanish 2 with a grade of 75%, or permission of the instructor.

### *Spanish 4*

Course # 183034

Grade 10-12

1.0 Credit

This is an advanced-level course designed for high school students who have successfully completed intermediate Spanish studies. This class focuses on deepening language proficiency in listening, speaking, reading, and writing while fostering a greater appreciation of Hispanic cultures, applying language to authentic cultural themes and contexts.

Students will engage in immersive activities, including authentic conversations, debates, and cultural projects. The curriculum emphasizes advanced grammar, vocabulary expansion, and idiomatic expressions to enhance fluency. Literary works, films, and current events from Spanish-speaking countries will be analyzed to develop critical thinking skills and cultural awareness.

By the end of the course, students will be prepared to communicate confidently in Spanish across a variety of real-world contexts, laying the groundwork for advanced studies or practical application in a globalized world.

**Prerequisite:** Successful completion of Spanish Level 3

## **Spanish 5**

Course # 183035  
Grade 10-12  
1.0 Credit

This is an advanced-level course designed for students who wish to refine their language skills while deepening their understanding of Hispanic cultures. This advanced course emphasizes critical thinking, cultural analysis, and advanced language structures through immersive, communicative, and task-based learning.

Students will engage in a variety of activities, including reading and analyzing authentic texts, writing essays and creative pieces, and participating in discussions and debates on contemporary and historical topics relevant to the Spanish-speaking world. The course includes a focus on advanced grammar, such as the subjunctive in nuanced contexts, idiomatic expressions, and professional language use.

Cultural exploration will be integral, incorporating literature, film, art, and current events from Spain, Latin America, and other Spanish-speaking communities. Projects may include presentations, research on cultural topics, or collaborations with native speakers through virtual exchanges.

By the end of the course, students will be prepared to communicate confidently in Spanish across a variety of real-world contexts, laying the groundwork for advanced studies or practical application in a globalized world.

The course fosters a deeper appreciation of the diverse linguistic and cultural landscapes of the Spanish-speaking world while equipping students with advanced communication skills for academic, professional, and personal contexts. This course provides an enriching and challenging environment for students passionate about Spanish language and culture.

**Prerequisite:** Successful completion of Spanish Level 4

# *Business*

The mission of the Business Department is to engage students in learning opportunities focused on developing technical competency in digital and print productions, global perspectives, oral and written communication skills, and professional workplace and human relations skills.

## **BUSINESS**

### ***Personal Finance***

Course # 204020  
Grade 10-12  
0.5 Credit

Do you have personal and financial goals? Students will learn about the financial impact of choices they make. This course reviews personal spending, saving, borrowing, and investing decisions. Students learn to create a comfortable budget and make intelligent decisions about major purchases, insurance and even retirement savings. Rights of consumers and the responsible use of credit will be covered. These decisions will be aided by personal and household bookkeeping tools. **This course is the graduation requirement for the Business Department.**

### ***21<sup>st</sup> Century Computer Applications***

Course # 205021  
Grade 9-12  
0.5 Credit

In 21<sup>st</sup> Century Computer Applications, student projects focus on communication and critical thinking skills as well as software applications using the Microsoft Office Suite and other open source applications. Additional topics explored will include: safe and effective internet skills; understanding issues on the use and disclosure of personal information

and privacy on the web, online property rights and fair use issues. This course is designed to help students' master skills utilizing word processing, desktop publishing, spreadsheets, database management, and presentation software, as well as internet use to improve their high school projects and be more prepared for the future.

## ***Entrepreneurship and Marketing***

Entrepreneurship Course # 203011

Grade 9-12

0.5 Credit-1Credit\*

Do you dream of owning your own business? This course can give you a head start in learning what you'll need to own and operate a successful business. Learn the fundamentals of decision making, communication, human relations, and general management in a small business setting. Bring your ideas and ambitions to life through this flexible course offering. This course is designed to provide students with an understanding of the 4Ps of marketing: product development, pricing, promotion, and places of distribution. Throughout this course, we will incorporate computer application skills, communications, and social media to create marketing and promotional materials.

# *Electives*

## **DRIVER & TRAFFIC SAFETY EDUCATION**

### ***Driver & Traffic Education***

Course # 222010

Grade 10-12

0.5 Credit

This course has several requirements set by Vermont state law that prepares students to be safe and capable drivers. Using the Vermont Driver's Manual and videos, a textbook and handouts, students will learn all aspects of proper highway use. To learn more about the course please visit [DRIVER & TRAFFIC Education](#)  
Students will receive:

- A minimum of 30 hours of classroom instruction
- 6 hours of behind-the-wheel instruction
- 6 hours of observation

***Important Note:*** In order to be eligible to take Driver & Traffic Safety Education, a student must:

- Be at least a sophomore (grade 10 with 7+ credits)
- Be at least 15 years and three months of age.
- Present a valid learner's permit at least two weeks prior to the beginning of the course.
- Parents/guardians must commit to providing practice driving time with their child (forty hours total).

Note: Enrollment is limited. If enrollment maximums have been reached, preference will be given to 11th and 12th graders before 10<sup>th</sup> graders are allowed to take the course. Students are eligible for the course based on dates of permit issuance. In rare circumstances, with space permitting, after all other eligible and interested students have been enrolled, 9th graders may be enrolled in the spring semester. In such cases, students must have earned 4 credits the previous semester and submitted a request to enroll prior to the deadline.

### ***Dr. Ed with Otter Valley Cooperative***

Course # 222015  
Grade 10-12  
0.5 Credit

Otter Valley Cooperative assists students in developing a sense of community and promoting accountability and responsibility. There are several components involved in receiving a grade for Otters in Service:

- Participation at Otter Valley Union High School or a community site.
- Regular attendance.
- Placement evaluation each marking period.

### ***Dr Ed with Music***

Course # 222017  
Grade 10-12  
0.5 Credit

Take your Drivers Ed course along side of music you will participate in either Band, Chorus or both. When you are not in the Drivers Ed class or out driving.

### ***Dr Ed with HS Learning Center***

Course # 501637  
Grade 10-12  
0.5 Credit

Take your Drivers Ed course along side of High School Learning Center you can participate HS Learning Center when you are not in the Drivers Ed class or out driving.

### ***Dr. Ed with ARC***

Course # 3020301  
Grade 10-12  
0.5 Credit

Take your Drivers Ed course along side of Academic Resource Center you can participate Academic Resource Center when you are not in the Drivers Ed class or out driving.

## **PERSONAL LEARNING OPPORTUNITIES**

### ***High School Learning Center***

Course # 400003  
Grade 9-12  
0.5 Credit

The High School Learning Center offers students in grades 9 through 12 a structured learning environment where they will be able to acquire the support and skills necessary to become more successful in the classroom. The Learning Center focuses on homework help and completion. Skill work becomes embedded and customized depending on each student's needs. Students are assisted with organization and the tracking of assignments and due dates for their classes. Students also participate in sustained silent reading. This graded, semester-long course is one half credit.

## **The Foothills Program**

Course # 450010  
Grade 10-12  
2.5 Credit

The Foothills Program is designed to help high school students who have not been successful in traditional classrooms earn their diploma. The program is staffed by a full-time teacher and restorative practices specialist. Students in the program will work with the staff and their team to design customized pathways to earn high school credits; these pathways could include online coursework, personalized learning projects driven by interest, or small-group tutoring. Students will spend 2.5 hours in the program per day, and the remainder of their day can include classes in the OV building, work experience, or other experiences. The program will be housed at North Campus until the new OV modular classrooms are installed.

Students must be in their second year of high school or later and are at risk of not graduating high school on time. Students eligible for the program have:

- Patterns of low engagement in school, including previous course failures
- Barriers in accessing mainstream courses
- Previous academic interventions, SEL supports and/or direct instruction have been unsuccessful
- This is a Tier 3 intervention.

### **Process**

A meeting will be convened on an ad hoc basis if a student's team feels the Foothills program might be a good placement. The team convened for the placement discussion will include the standing committee and a committee that will vary based on the student.

## **Extended Learning Opportunities**

Course # 420001  
Grade 10-12  
0.5 Credit

The Coordinator of ELO's will collaborate with a student to coordinate and supervise their independent learning experience. Students will conduct an in-depth exploration of an area of interest, align that exploration to Vermont performance standards, and demonstrate their understanding of the topic through a presentation of learning.

## **Internship Program**

Course # 424010  
Grade 11-12  
0.5 Credit

This program provides authentic learning experiences in a field of study that the student may have an interest in pursuing as a career or in college. Placement at an internship site is organized by the student and coordinated with the Work-based Learning Coordinator. A student must have a valid driver's license and provide their own transportation to and from their internship.

## **Work-Based Learning**

Course # 600120  
Grade 9-12  
0.5 Credit

Work-Based Learning (or WBL) is a program for students at Otter Valley Union High School where students can earn credit while learning at a workplace. It can involve short-term unpaid experiences such as internships, job shadows, and long-term paid positions. WBL allows students to explore careers, connect with businesses, and develop their workplace and transferrable skills. These experiences can occur during and/or outside of the regular school day. Along with participation at their community site, students meet with their school Work-Based Learning Coordinator to reflect on their experience and the knowledge, understanding, and skills they are developing. Students must complete a Learning Agreement and Training Plan, quarterly reflections, and write a resume and cover letter. Students are expected to



communicate with their employer and the Work-Based Learning Coordinator regularly. Please refer to Otter Valley's Personal Learning section of this catalog to learn about the Personal Learning opportunities available to our students.

**Prerequisite for WBL: Business Communications or equivalent.**

### ***Paid Work Experience***

Course # 600122

Grade 10-12

0.5 Credit

Students are employed at an area business in part-time jobs. The student reports to the job and is paid as a regular employee. Students must complete a Learning Agreement and Training Plan, quarterly reflections, and write a resume and cover letter. Students are expected to communicate with their employer and the Work-Based Learning Coordinator regularly. **Prerequisite for PWL: Business Communications or equivalent.**

### ***Otter Valley Teaching Assistant***

Course # 423020

Grade 11-12

0.5 Credit

This program places students with faculty or staff as a Teacher's Assistant (TA) in an area where the student has particular interests and abilities. Students are often given a high level of accountability and responsibility in assisting their service mentor. The service mentor may be either a faculty or staff member depending on the student's interests.

### ***Senior Partial Day Schedule***

Course # 425010

Grade 12

0 Credit

If you are a senior who is assured of meeting graduation requirements by June, and if you have arranged your own work assignment, you may request permission to participate in this early dismissal program to pursue work experiences. This is a non-credit option. You must apply for permission to register for a Senior Partial Day Schedule before the beginning of the semester.

## **MOOSALAMOO CENTER — WILDERNESS EDUCATION**

Moosalamoo's Wilderness Education program combines Vermont's statewide academic standards with technical outdoor and backcountry skills. Students explore topics ranging from philosophy to physics. Through this broad spectrum they gain a solid background in ecology, literature, and wilderness resource management.

### ***Lower Moosalamoo***

Course # 440150

Grade 9

2.0 Credit

Moosalamoo's underclassman outdoor education component consists of a unique curriculum focused on the premise of "sense of place". Students will explore tangible concepts through their local landscape in a bio-regional sense. Students gain an understanding of their local communities by way of defining themselves and their community historically, culturally, ecologically, and sociologically. In turn, a poignant and at times harsh reality of the lives of Vermonters will serve as a springboard for learning. Here is a link to more information: [Moosalamoo](#)

**\*\*You must apply for Moosalamoo 9, for an application please contact your school counselor.**

### ***Lower Moosalamoo Science***

Course # 440153

Grade 9

1.0 Credit

Ninth grade Moosalamoo science is an embedded piece of the Ninth Grade Moosalamoo experience. Scientific study and exploration is integral to every Moose unit, but science assessment and formative skill building will be primarily attached

to the Fall Firewood and Sense of Place units. Moose science is guided by the Next Generation Science Standards in an interdisciplinary holistic approach. Topics emphasized include measurement, unit conversion, quantification of error, graphical analysis, ecological study, taxonomy, genetics, macromolecules, and thermodynamics. Scientific disciplines blend around units rather than units supporting a specific scientific discipline.

**\*\*You must apply for Moosalamoo 9, for an application please contact your school counselor.**

### ***Upper Moosalamoo Outdoor Education***

Course # 440052

Grade 11-12

2.0 Credit

The Moosalamoo Center is a unique outdoor opportunity for Otter Valley High School students. The course takes students into the natural world and allows for academic exploration in the most authentic of settings. The curriculum is derived from the natural landscape and the adventures within. The educational process is rigorous and in many cases college level. A student who joins Moosalamoo receives an experience that allows for field based study in conjunction with traditional classroom work. Moreover, the active learner gains skills in teamwork, leadership, confidence, goal setting and positive risk taking. Students embark on four overnight wilderness expeditions a year; these trips will be highlighted for years to come. Students also facilitate a number of ecological workshops for elementary aged students as a form of assessment. The school year will have outdoor themes such as fly fishing, winter camping, rock climbing and ski touring as courses of study. High school credits will be rewarded in a traditional manner. This will be in conjunction with an opportunity for dual enrollment at Vermont State University, 1 high school credit per semester. This is a year long 2 block everyday course.

**\*\*You must apply for Moosalamoo/Outdoor Education, for an application please contact your school counselor.**

### ***Upper Moosalamoo Science***

Course # 440053

Grade 11-12

1.0 Credit

Upper Moosalamoo science is an embedded piece of the Upper Moosalamoo experience. Scientific study and exploration is integral to every Moose unit, but science assessment and formative skill building will be primarily attached to the Spring Wilderness First Response and Spirit of Proenneke or the Rock climbing and Winter Walk units alternating every other year. Moose science is guided by the Next Generation Science Standards in an interdisciplinary holistic approach. Topics emphasized include gaseous behavior, thermodynamics, kinetic theory of matter, human anatomy, friction, forces, and building mathematical models through experimentation. Scientific disciplines build around units rather than units supporting a specific scientific discipline.

**\*\*You must apply for Moosalamoo/Outdoor Education, for an application please contact your school counselor.**

### ***Upper Moosalamoo Vermont Heritage***

Course # 440054

Grade 10-12

1.0 Credit

What does it mean to be a Vermonter? This elective illuminates Vermont as a unique and special place. The emphasis is placed on the State's past, present and future. Students will research and discuss Vermont current events and how they impact their lives. Several field trips and guest speakers are incorporated throughout the semester. This course is offered through our Moosalamoo Program only.

## **TECHNICAL PROGRAMS**

If students have fulfilled a majority of their graduation requirements, they may elect to attend Stafford or Hannaford during their junior and/or senior year. We are not able to guarantee that all students wishing to attend Stafford or Hannaford for two years will have the opportunity to do so. It is highly recommended that you meet with your counselor for more information about these options.

## Stafford Technical Center, Rutland

Course # 900000

Grade 11-12

TBD Credits

The Stafford Center provides students from all area secondary schools the opportunity to investigate and achieve skills, knowledge and attitudes necessary for entry level performance in areas of Computers, Music, Health, Human Services, and Trade and Industrial Occupations. Bus transportation will be provided each day from Otter Valley to the Stafford Center. Students are required to use the school transportation to and from the technical center when provided. Students on cooperative placement by the Stafford Center can arrange alternative transportation with an Otter Valley administrator. The programs at the Center are designed to provide experience as required by the employment market. Laboratory work rules are the same as required on the job.

A separate course description booklet is available from your counselor or directly from the Stafford Center. The programs and types of career opportunities in each field are described in detail in the booklet provided by the Center. College preparatory courses are available for those planning to attend four-year colleges.

Individual tours of the Center are available to parents and students upon request. Any questions concerning enrollment at the Stafford Center may be addressed to the Guidance Coordinator at the Stafford Center, Rutland, VT 05701. Telephone 770-1050

### Programs Offered:

Automotive Body Repair

Automotive Technology

Construction Technology

Culinary Arts

Cosmetology

Digital Arts

Electrical/Plumbing

Engineering/Stem Academy

Health Careers

Human Services

Natural Resources & Horticulture

Public Safety/Criminal Justice

Video Communications

Welding & Metal Fabrication

**Hannaford  
Middlebury**

**Career Center,**

Course # 911100

Grade 11-12

TBD Credits

Students in grades 11 and 12 are able to access limited programs at the Hannaford Career Center. These programs include: **Addison Repertory Theater, Diesel Power Technology and Sustainable Agriculture.** Please see your counselor for more information about Hannaford programming.

## DUAL ENROLLMENTS AND ONLINE COURSEWORK

### **Community College of Vermont, Vermont State University, UVM, and Vermont Virtual Learning Cooperative**

College Course # 461201

VTVLC Course # 463010

Grade 11-12

1.0 Credits

With the passage of Act 77, Vermont **juniors** and **seniors** have the opportunity to apply for up to two vouchers to enroll in college courses at any Vermont state college/university. Students must provide their own transportation to and from the institution. Courses taken at the college or online through the dual enrollment program will be included on the student's transcript and grade point average/class rank. If you are interested in taking college courses, discuss your plans with your school counselor and complete the necessary applications. Students must update their PLP to include a goal for enrolling in dual enrollment courses at the college level. More information is available in the student's Guidance Google Classroom.

In order to expand upon our academic curriculum, Otter Valley offers a limited number of seats in online courses through the Vermont Virtual Learning Cooperative (VTVLC). Information regarding VTVLC courses can be found at [vtvlc.org](http://vtvlc.org) or through the Coordinator of Flexible Pathways. VTVLC are high school level courses, unless it is an AP level course. Students are not able to access these courses as their complete curriculum. VTVLC courses are designed to supplement an inperson program of study.

# Otter Valley Four Year Planner

**Otter Valley Four-Year Planner** is designed to assist you with course selection to ensure that you are mapping out a yearly schedule that will incorporate all course requirements for graduation. Please meet with your counselor to discuss the best educational program to prepare you for attaining higher education. This is a visual representation of the Postsecondary Readiness-Historic Graduation Plan Progress in PowerSchool. ***Students can access their personal Graduation Plan Progress in their individual PowerSchool Accounts.***

## **ENGLISH—5 credits needed to graduate (including 1.0 credit of English elective).**

- ☐ Humanities 9 Part 1
- ☐ Lit 10 or Adv Lit 10
- ☐ Ad or regular American Studies part 1
- ☐ Lit 12 or AP Lit 12
- ☐ 2 Elective English Courses (.5 each)

## **SOCIAL STUDIES—4 credits needed to graduate.**

- ☐ Humanities 9 Part 2
- ☐ Am Hist I or Adv Am Hist 1
- ☐ American Studies or Adv. AmStudies Part 2
- ☐ Elective Courses of your choice in Social Studies for 1.0 Credit

## **MATH—3 credits needed to graduate.**

- ☐ Transitional Math
- ☐ Algebra 1 or Algebra 1A & Algebra 1B,
- ☐ Geometry
- ☐ Algebra 2
- ☐ Pre-calculus
- ☐ Calculus
- ☐ Business Math

## **SCIENCE—3 credits needed to graduate.**

- ☐ Geophysics
- ☐ Biological Science Part 1 and 2 or Principles of Biology,
- ☐ Chemistry part 1 and 2 or Principles of Chem,
- ☐ Environmental Science
- ☐ Adv Anatomy Physics
- ☐ AP Chemistry parts 1 and 2
- ☐ AP Biology parts 1 and 2
- ☐ Lower Moosalamoo Science
- ☐ Upper Moosalamoo Science

## **PHYSICAL EDUCATION—1.5 credits needed to graduate**

- ☐ PE/Personal Fitness (.5 credit)
- ☐ PE/Personal Fitness (.5 Credit)
- ☐ PE/Personal Fitness (.5 Credit)

- ☐ PE through Musical Theatre/Sports (this can only account for .5 credit total- it is added to your credits automatically)

**HEALTH** — .5 credit to graduate

- ☐ Health 9-12

**FINE ARTS** — 2 credits needed to graduate.

- ☐ Intro to Studio Art  
☐ Art Workshop  
☐ Adv. Studio, and/or Independent Art Studies  
☐ Theater, and/or Technical Theater, and/or Walking Stick Theatre  
☐ HS Chorus and/or HS Band, and /or Jazz Band/ Pep Band/ Pit Orchestra  
☐ Woodworking, and/or Construction Design

**BUSINESS**— .5 Personal Finance is required for graduation

- ☐ Personal Finance

**ELECTIVES: -7** Elective credits are any courses not listed as a requirement, such as a World Language, Learning Center, Driver's Education, or credits beyond the requirement. An example would be a fine arts credit after you have 2 credits.

Credits to date: \_\_\_\_\_

Credits needed to graduate: 26.5

Courses Remaining for graduation completion senior year:

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Name of Student \_\_\_\_\_ Date \_\_\_\_\_