



Oxford Area High School
Course Selection Guide
2025-2026 School Year



Dear Students and Parents,

The mission of the Oxford Area School District is to have all students achieve academic excellence in a safe and nurturing environment. In partnership with families and the community, we will prepare each student to be a confident, contributing, productive, and responsible citizen. The Oxford Area High School supports this mission and has put a comprehensive program in place to help all students achieve at high levels so they may realize their future plans, hopes, and dreams.

The Oxford Area High School demonstrates commitment to academic excellence and dedication to improving student achievement. Our rigorous and rich curriculum features traditional academic courses and a wide variety of elective offerings. Our comprehensive program has proven effective in preparation for college, for trade or vocational schools, for the military, and for those going directly into the work force. We pride ourselves in providing a variety of educational experiences to meet the needs of a diverse student population.

This course selection guide will allow you to make informed decisions about the classes you intend to take next school year. This guide details all of the opportunities we offer in each of our departments as they relate to graduation requirements and student-selected courses of study. To establish a strong learning dynamic and to meet our goal to have all students achieve proficiency, we dedicate a great deal of time and effort to ensure that each student's schedule meets his or her individual needs, to the best of our ability. Building schedules for 1300 students is time intensive and time sensitive, therefore it is imperative that you adhere to all deadlines. When you receive course verifications, please review the courses you selected thoroughly, as the ability and time to make changes will be limited. Once the review process is complete and final schedules are generated, requests for preferential changes will not be accepted.

Please take the time to read this guide thoroughly. Parents are encouraged to read this with their children to make informed decisions regarding the path of their children's high school career. Please do not hesitate to contact either your child's current counselor or Assistant Principal to help guide you through this process.

Sincerely,

James A. Canaday, Principal

Daniel Babiak, Assistant Principal

Stephanie Farmer, Assistant Principal

Andrew Wendle, Assistant Principal

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GLOSSARY

Academic (AC) Courses

Academic courses focus on serious academic instruction; however, the instructional pace is modified to meet the needs and abilities of students.

Advanced Placement (AP) Courses

Advanced Placement courses are college-level classes that are taught according to syllabi provided by the College Board. The structure of these courses prepares students for the College Board AP Exams. Successful performance on the test may lead to college credit. Students should consult colleges for the institution's policy regarding the awarding of credit. Students who enroll in Advanced Placement courses will be strongly encouraged to take the AP Exam in the spring.

College Preparation (CP) Courses

College Preparation courses provide a solid foundation for admission to most colleges and universities. Instruction is accelerated and the workload is demanding. Students whose educational goal is to attend a college or university should enroll in CP courses.

Conflict

A conflict occurs when two or more of the courses requested by a student can only be scheduled at the same time.

Credit

Students earn credit in a course by meeting the course requirements and earning a passing grade in a course. The number of credits earned is based on the duration of the course.

Dual Enrollment

Eligible students may enroll in college courses at selected colleges/universities and receive both high school and college credit

Elective Course

Elective courses are classes that students choose to take based upon their interests and educational goals. Students must take a number of elective credits to fulfill graduation requirements.

Honors (HN) Courses

Students are eligible for placement in honors courses following a review of their records. Factors considered include academic achievement, aptitude, and performance on the State Assessments, teacher nomination, parent nomination, peer nomination, and self-nomination. Instruction in honors courses differs from that in other courses in terms of the depth of the content studied and the pace at which the material is covered. Honors courses are designed to challenge students and provide the best preparation for students who are considering applying for admission to highly selective colleges and universities. Questions regarding honors courses should be directed to the high school guidance counselors.

PLTW

Project Lead the Way (PLTW) are project-based courses that provide STEM-based instruction in multiple content areas. These classes are weighed the same as honors level classes.

Prerequisite

A prerequisite is a course that a student must complete or a requirement that must be met in order to qualify for enrollment in a course.

Required Course

A required course is a course that must be successfully completed by all students in order to meet graduation requirements.

Semester

A semester is one half of a school year. It includes two of the four marking periods.

TCHS

The Chester County Technical College High School (TCHS) provides vocational and technological training to prepare students for employment or further education in a variety of areas. Students attend TCHS on a part-time basis and take their core academic courses at Oxford Area High School. TCHS also provides dual enrollment classes. Interested students must apply through the OAHS Guidance office.

AFJROTC

Air Force Junior Reserve Officer Training Corps (AFJROTC) is provided at the Coatesville High School. Leadership, character and community service are the core tents of this program.

INTRODUCTION

The 2025-2026 *Course Selection Guide* is designed to assist students and parents in planning a suitable high school program for each student based on graduation requirements, student interests, educational and career goals. We are proud of the programs of study offered at Oxford Area High School. They include programs of special assistance, acceleration, career preparation, academic excellence, the fine arts and technology education. The involvement of parents, as well as members of our staff, is very important to provide the student with a program of studies that meets the student's needs.

Careful consideration should be given to the selection of a program of study in order to best prepare the student for their post high school plans. Student interests, abilities, past academic achievements, and future educational and vocational goals should be considered when making course selections for the upcoming year. Students and parents are urged to consult with teachers, counselors and administrators to assist in this process. We look forward to working with the students and parents as they pursue their educational goals.

COURSE SELECTION PROCEDURES

Students will be selecting their courses for the next school year in the months of February and March. Course selection information will be distributed to students during an assembly presentation. Course offerings, promotion and graduation requirements, as well as the scheduling process will be discussed. Following the presentations, students should discuss their course selections with their parents/guardians and determine the courses that the student will request for the following school year.

All students in the 2025-2026 school year should request a total of eight (8.0) credits, plus alternates to provide other options when there are scheduling conflicts.

Failure to request the appropriate number of courses and credits during the advertised timeline will result in the student's schedule being determined by school staff and will be filled with remaining availability in courses (students will not be able to select their elective choices).

All course requests must be entered into Power School by Sunday, March 2, 2025.

Guidance counselors will meet individually with current students to review the student's course requests and to verify the student's progress in fulfilling graduation requirements.

Course request verification sheets will be sent home once prior to finalizing student and teacher schedules. Once schedules are finalized and made available, no further changes to course requests will be accepted.

COURSE LEVEL GUIDELINES

Advanced Placement (AP):

This level is for students who plan to pursue post-secondary schooling at highly competitive colleges or universities. Advanced Placement courses assume students already have strong foundations in the specific subject area of the course and are seriously interested in preparing to take the subject area Advanced Placement test. This level provides opportunities for academically talented students whose abilities, interests, and demonstrated levels of performance to perform college level work in high school. All course-specific prerequisites must be met with a grade of at least 85%. Satisfactory or advanced performance on standardized assessments and staff recommendations will also be considered as part of level placement criteria.

Honors (HN):

This level is for students who plan to pursue post-secondary schooling at highly competitive colleges or universities. Honors courses require students to have well-developed academic skills which enable students to pursue independent learning. This level is for students who are capable of higher levels of thinking and demonstrate the ability to write, speak, and analyze in a highly competent manner. All course-specific prerequisites must be met. Satisfactory or advanced performance on standardized assessments and staff recommendations will also be considered as part of level placement criteria.

College Prep (CP):

This level is for students who plan to pursue post-secondary schooling at two or four-year colleges or universities or institutions of higher learning. College Prep courses require students to have academic skills which enable students to grow towards independent learning and success in a college level program. This level is for students who are capable of higher levels of thinking and demonstrate the ability to write, speak, and analyze in a competent manner. All course-specific prerequisites must be met. Satisfactory performance on standardized assessments and staff recommendations will also be considered as part of level placement criteria.

Academic Level (AC):

This level is for students who plan to pursue vocational training, enlistment in the military, or entrance directly into the workforce. Academic Level courses require students to focus on improvement of academic and other skills towards ensuring success in future school or work opportunities. All course specific prerequisites must be met. Performance on standardized assessments and staff recommendations will also be considered as part of level placement criteria.

MOVING FROM ONE LEVEL TO ANOTHER FROM YEAR TO YEAR:

If a student performs at a consistently high standard and maintains a grade of at least 90% within an AC or CP course, the student should consider moving to a more demanding level in the succeeding school year.

Students who find that a level course is too challenging and do not maintain a passing grade should consider dropping a level within that content area for the succeeding year.

COURSE AVAILABILITY

Courses will be offered contingent upon sufficient enrollment and availability of instructional staff and classroom space.

SCHEDULE CHANGES

The course selection process should represent the student and parent's final course requests during the announced timeline.

Once course verification sheets have been distributed, students and parents will have a short timeframe to make changes to a student's course requests for next year. Changes to course requests for next year will not be accepted after the designated deadline. School personnel will then build a master schedule and will generate each student's schedule based on those requests.

Schedule changes will only be made in the following circumstances:

- irresolvable scheduling conflict
- scheduling error
- a failing grade in a current course
- a course prerequisite not being fulfilled
- recommendation of the administration

Schedule changes to accommodate requests for specific teachers will not be accepted.

All schedule change requests must be received within two weeks of receiving your schedule and submitted using the form provided by the Guidance Department. Students will only be permitted to substitute courses that were originally requested as a request or alternate during the initial course selection timeline. *The student must remain in class until notified by the counselor as to when the change will become effective.*

In the event that a schedule must be altered after the end of the first semester, it will require the approval of an administrator.

Courses that are dropped after the approved schedule change period may become a part of the student's permanent academic record, resulting in the student receiving a grade of "0" for the marking period in which the course was dropped as well as the final grade for the course.

DUAL ENROLLMENT AND ARTICULATED COURSES

Partnerships have been established with various post-secondary institutions, including Delaware County Community College, Cecil College, West Chester University, Shippensburg University, Eastern Mennonite University, Gratz College, St. Joseph's University in Lancaster, and Goldey-Beacom College, in order to expand the types of courses that are available to students. Students interested in pursuing options at community colleges, colleges, or other higher education institutions should consult with their counselor for more information. These courses are opportunities for students to gain high school and college credit simultaneously. Students should consult with their counselor to gain a deeper understanding of these opportunities. For the most up to date information on dual enrollment, please see the Oxford Area High School Guidance webpage under Departments on the Oxford Area High School webpage: www.oxfordasd.org and proceed to OAHS page.

GRADUATION REQUIREMENTS

Students are required to earn specific credits in order to graduate from Oxford Area High School.

English	4.0 credits
Mathematics	3.0 or 4.0 credits*
Science	3.0 or 4.0 credits*
Social Studies	3.0 credits
Health and Physical Education	1.5 credits
Electives	10.0 credits (0.75 Business electives)
TOTAL CREDITS FOR GRADUATION	25.5 credits

* Students must earn a total of seven (7) credits in Mathematics and Science, by passing four (4) Math and three (3) Science courses, or by passing three (3) Math and four (4) Science courses.

ADDITIONAL REQUIREMENTS:

1. Students must meet the Pennsylvania Statewide High School Graduation Requirements.
2. All students must pass Biology, Algebra I, and English 10 to meet minimum eligibility for graduation.
3. Students are expected to be enrolled in a full schedule through their senior year. Senior students may be enrolled in dual enrollment courses or apply for Workplace Experience to fulfill the scheduling requirements.

DEPARTMENTAL GRADUATION REQUIREMENTS

English	Students must earn credits in English 9, English 10, English 11, and English 12.	
Social Studies	Students must earn credits in American History, World History, and Modern Civics.	
Mathematics	Students must earn 3.0 credits in Mathematics courses and 4.0 in Science courses OR 4.0 credits in Mathematics courses and 3.0 in Science courses. See chart on p. 16.	
Science	Students must earn 3.0 credits in Science courses and 4.0 in Mathematics courses OR 4.0 credits in Science courses and 3.0 in Mathematics courses. See chart on p. 17.	
Health & Physical Education	Students must earn credits in two semesters (1.0 credit) of Physical Education, including Lifetime Fitness or Wellness Walking, and complete one Health Education course (0.5 credits).	
Business Education and Technology Information	9 th grade required elective	Students must complete TBC [Taking Care of Business (0.25 credits)] and Seminar (0.25 credits). (Students who complete ATP Seminar or Transitions I will fulfill these requirements.)
	11 th grade required elective	Students must complete Financial Fitness (0.5 credits) (Students who complete ATP Sem 11 or Transitions III will have that course fulfill this requirement.)
Electives	Students must earn a specific number of elective credits, which may include credits earned at TCHS. In addition, students may earn credits from among the following areas: Art, Business and Information Technology, Music, Physical and Health Education, World Languages, Family and Consumer Science, Technology Education, English, Math, Science and Social Studies electives.	

PENNSYLVANIA STATE GRADUATION PATHWAYS

Act 158 of 2018 created the following five pathways for high school graduation. See [Pennsylvania Statewide Graduation Pathways Requirements](#) for more information.

Keystone Proficiency Pathway		
Proficient or Advanced in Algebra I	Proficient or Advanced in Biology	Proficient or Advanced in Literature
Keystone Composite Pathway		
At least 1 Keystone score is Proficient or Advanced	No score is Below Basic	Composite Keystone Score is 4452 or Greater
CTE Concentrator, Alternative Assessments, and Evidence Based Pathways		
Meet local grade-based requirements for Keystone content in which student is less than Proficient	Satisfy additional requirements from ONE of the following:	
Career & Technical Education <ul style="list-style-type: none"> 1 piece of evidence 	Alternative Assessment <ul style="list-style-type: none"> 1 piece of evidence 	Evidence Based <ul style="list-style-type: none"> 3 pieces of Evidence Consistent w/student goals ONE or more from the first seven No more than TWO from the last five
<ul style="list-style-type: none"> Industry-based competency certification Likelihood of industry-based competency assessment success Readiness for continued engagement in Career and Technical Education (CTE) Concentrator program of study 	<ul style="list-style-type: none"> Attainment of <i>one</i> alternative assessment score or better: ACT (21), ASVAB AFQT (31), PSAT/NMSQT (970), or SAT (1010) Attainment of Gold Level or better of ACT WorkKeys Attainment of 3 or better on AP Exam(s) related to <i>each</i> Keystone content area in which less than proficient Attainment of 4 or better on IB exam(s) related to <i>each</i> Keystone content area in which less than Proficient Successful completion of concurrent course(s) related to <i>each</i> Keystone content area in which less than Proficient Successful completion of a pre-apprenticeship program Acceptance into 4yr Institution of Higher Education (IHE) for college-level coursework 	<ul style="list-style-type: none"> Attainment of 630 or better on <i>any</i> SAT Subject Test Attainment of Silver Level or better on ACT WorkKeys Attainment of 3 or better on <i>any</i> AP exam Attainment of 3 or better on <i>any</i> IB exam Successful completion of <i>any</i> concurrent or postsecondary course Industry-recognized credentialization Acceptance into an other-than-4yr Institution of Higher Education (IHE) for college-level coursework Attainment of Proficient or Advanced on any Keystone Exam Successful completion of a service-learning project Letter guaranteeing full-time employment or military enlistment Completion of an internship, externship, or cooperative education program Compliance with NCAA Division II academic requirements

PROMOTION RECOMMENDATIONS

Students will continue to be assigned to the next grade level homeroom regardless of credits earned. Below, is a guideline to follow to maintain the appropriate schedule for graduation in conjunction with departmental graduation requirements:

From 9 th Grade to 10 th Grade	6.0 credits
From 10 th Grade to 11 th Grade	12.0 credits
From 11 th Grade to 12 th Grade	18.5 credits
Graduation	25.5 credits

GIFTED SUPPORT SERVICES

The needs of gifted students at Oxford Area High School are met by encouraging gifted students to accelerate in subjects by selecting Honors and Advanced Placement courses. Students are also able to take other courses that are listed under the Academically Talented Program section of this document. In addition, students are given the option to participate in a number of extracurricular activities that challenge the students' ideas and talents while providing them with opportunities and experiences outside the regular classroom. Examples of these activities include the Academic Competition Team, Future Business Leaders of America, Student Council, National Honors Society and a variety of additional extracurricular activities through all the departments in the high school.

ADVANCED PLACEMENT EXAMS

The Advanced Placement program is administered by the College Board to offer high school students the opportunity to engage in college-level work and acquire the skills necessary to succeed in higher education. Students who enroll in AP courses take the corresponding AP exam during the spring for a fee determined by the College Board. The exams are administered each May at Oxford Area High School. Colleges and universities often consider AP scores for placement decisions and may even grant students college credit for earning qualifying scores on Advanced Placement exams. Additional information on each of these exams, as well as registration materials, is available in the guidance office.

NCAA ELIGIBILITY STANDARDS

If you plan to participate in collegiate athletics at a Division I or Division II college or university, there are certain initial academic eligibility standards that must be met for the student to earn initial eligibility. Students must attain a minimum number of qualifying courses in core subject areas and minimal qualifying scores on at least one college entrance exams.

In general, qualifying courses that fulfill initial NCAA eligibility requirements are College Prep level and higher. For more specific and detailed information, please visit the following websites:

<http://www.ncaa.org/student-athletes/future>

http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp

If you have specific questions about NCAA eligibility, please call the NCAA Eligibility Center toll-free at 877-262-1492 or the NCAA National Office at 317-917-6222.

NAVIANCE STUDENT - PLANNING TOOLS

Oxford Area High School has subscribed to Naviance's Student, a comprehensive web-based program for students and families to use for high school and post-secondary planning, including college and career exploration and career artifacts.

To access the OAHS Naviance Students, type the following link into your web browser:

<https://student.naviance.com/oxfordahs>

Student usernames and passwords are the same login credentials as PowerSchool.

Naviance Student allows you to:

- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers.
- Research colleges – Research hundreds of two and four year colleges and universities, as well as technical, trade, and specialty schools.
- Research careers – Research hundreds of careers and career clusters, and take career assessments.
- Create plans for the future – Create goals, to-do lists, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals.
- Parents have access to Naviance Student. They have view-only access to students' plans. Parents can login to Naviance Student using the above website.

Naviance Student is a comprehensive web-based program for schools to manage post-secondary planning and guidance, for online college applications, electronic submission of transcripts, and online requests for letters of recommendation. Please contact your Guidance Counselor for additional information.

Career Readiness Indicator:

The Career Readiness Indicator recognizes efforts to ensure that all students have access to career exploration and preparation activities that are standards-aligned and evidence-based, including the development of career plans and portfolios that help students identify pathways and opportunities for postsecondary success.

SUGGESTED COURSE SEQUENCE FOR STUDENTS PURSUING POST-SECONDARY EDUCATION AT HIGHLY COMPETITIVE COLLEGES, UNIVERSITIES, AND INSTITUTIONS OF HIGHER LEARNING

<u>Subject:</u>	<u>9th Grade:</u>	<u>10th Grade:</u>	<u>11th Grade:</u>	<u>12th Grade:</u>
English	English 9 CP English 9 HN	English 10 CP English 10 HN	English 11 CP English 11 HN AP English 11 – Language and Composition	English 12 CP English 12 Honors English 12 AP – Literature and Composition
Social Studies	American History CP American History HN	World History CP World History HN AP European History	Civics CP Civics HN AP US History AP US Government (may be taken as an elective in 11 th or 12 th grade)	Social Studies Electives AP US History AP Psychology AP US Government
Math	Refer to “Recommended Math Course Sequence”			
Science	Refer to appropriate “Recommended Science Course Sequence”			
World Languages	Spanish I or II French I Latin I	Spanish I, II, or III French I or II Latin I or II	Spanish I, II, III, or IV French I, II, or III Latin I, II, or III	Spanish II, III, IV, or V French II, III, or IV Latin II, III, or IV
Health and Physical Education	Lifetime Fitness OR Wellness Walking Health	Health PE elective	PE elective	PE elective
Electives	Seminar TCB Electives	Electives	Financial Fitness Electives	Electives

NOTES:

1. Gifted Seminar or Transitions I will fulfill the requirement of TCB and Seminar in 9th grade.
2. Gifted Seminar 11 or Transitions III will fulfill the requirement of Financial Fitness in 11th grade.
3. Colleges and universities typically recommend that students complete course work in order to meet admission requirements. Students should review college catalogs and consult with their guidance counselor to develop an appropriate plan to complete the requirements necessary for admission to certain postsecondary institutions.

SUGGESTED COURSE SEQUENCE FOR STUDENTS PURSUING POST-SECONDARY EDUCATION AT TWO OR FOUR YEAR COLLEGES, UNIVERSITIES, AND INSTITUTIONS OF HIGHER LEARNING

<u>Subject:</u>	<u>9th Grade:</u>	<u>10th Grade:</u>	<u>11th Grade:</u>	<u>12th Grade:</u>
English	English 9 CP English 9 HN	English 10 CP English 10 HN	English 11 CP English 11 HN AP English 11 – Language and Composition	English 12 CP English 12 Honors English 12 AP – Literature and Composition
Social Studies	American History CP American History HN	World History CP World History HN AP European History	Civics CP Civics HN AP US History AP US Government (may be taken as an elective in 11 th or 12 th grade)	Social Studies Electives AP US History AP Psychology
Math	Refer to “Recommended Math Course Sequence”			
Science	Refer to appropriate “Recommended Science Course Sequence”			
World Languages	Spanish I or II French I Latin I	Spanish I, II, or III French I or II Latin I or II	Spanish I, II, III, or IV French I, II, or III Latin I, II, or III	Spanish II, III, IV, or V French II, III, or IV Latin II, III, or IV
Health and Physical Education	Lifetime Fitness OR Wellness Walking Health	Health PE elective	PE elective	PE elective
Electives	Seminar TCB Electives	Electives	Financial Fitness Electives	Electives

NOTES:

1. Gifted Seminar or Transitions I will fulfill the requirement of TCB and Seminar in 9th grade.
2. Gifted Seminar 11 or Transitions III will fulfill the requirement of Financial Fitness in 11th grade.
3. Colleges and universities typically recommend that students complete course work in order to meet admission requirements. Students should review college catalogs and consult with their guidance counselor to develop an appropriate plan to complete the requirements necessary for admission to certain postsecondary institutions.

**SUGGESTED COURSE SEQUENCE FOR STUDENTS PURSUING POST-SECONDARY EDUCATION,
VOCATIONAL SCHOOL, ENLISTMENT IN THE MILITARY, OR ENTRANCE DIRECTLY INTO THE
WORKFORCE**

<u>Subject:</u>	<u>9th Grade:</u>	<u>10th Grade:</u>	<u>11th Grade:</u>	<u>12th Grade:</u>
English	English 9 CP English 9 AC	English 10 CP English 10 AC	English 11 CP English 11 AC	English 12 CP English 12 AC
Social Studies	American History CP American History AC	World History CP World History AC	Modern Civics CP Modern Civics AC	Social Studies Electives
Math	Refer to "Recommended Math Course Sequence"			
Science	Refer to appropriate "Recommended Science Course Sequence"			
Health and Physical Education	Lifetime Fitness OR Wellness Walking Health	Health PE elective	PE elective	PE elective
Electives	Seminar TCB Electives	Electives TCHS	Financial Fitness Electives TCHS	Electives TCHS

NOTES:

1. Students should take the most difficult courses to meet postsecondary school requirements and to adequately prepare for success in the student's chosen career field. Students should review course catalogs and consult with their guidance counselor to develop an appropriate plan to complete the necessary course work.
2. Gifted Seminar or Transitions I will fulfill the requirement of TCB and Seminar in 9th grade.
3. Gifted Seminar 11 or Transitions III will fulfill the requirement of Financial Fitness in 11th grade.

RECOMMENDED MATH COURSE SEQUENCE

<u>8th Grade:</u>	<u>9th Grade:</u>	<u>10th Grade:</u>	<u>11th Grade:</u>	<u>12th Grade:</u>
Geometry HN	Algebra II HN	Pre-Calculus HN	AP Calculus AB AP Statistics	AP Calculus BC AP Statistics
Algebra I <ul style="list-style-type: none"> Final Course Grade > 90 % Proficient or Advanced on Algebra I Keystone Exam 	Geometry HN	Algebra II HN	Pre-Calculus HN AP Statistics	AP Calculus AB AP Statistics
Algebra I <ul style="list-style-type: none"> Final Course Grade 75-89% Proficient or Advanced on Algebra 1 Keystone Exam 	Geometry CP	Algebra II CP	Pre-Calculus/Trigonometry CP CP Statistics Computer Science Essentials	Calculus CP AP Statistics Statistics CP
Algebra I <ul style="list-style-type: none"> Final Course Grade < 75% Below Basic or Basic on Algebra 1 Keystone Exam 	Algebra I CP	Geometry CP	Algebra II CP	Pre-Calculus/Trigonometry CP Statistics CP Computer Science Essentials
8 th Grade Math	Algebra I CP	Geometry CP	Algebra II CP	Pre-Calculus/Trigonometry CP Statistics CP Computer Science Essentials
8 th Grade Math	Algebra I AC	Geometry AC	Intermediate Algebra	Algebra II CP Computer Science Essentials
8 th Grade math	Foundations of Algebra A	Foundations of Algebra B	Foundations of Geometry	Intermediate Algebra Computer Science Essentials

NOTES:

- Students must earn at least three (3) Math credits to fulfill graduation requirements. However, students who are planning to attend college are encouraged to take four years of Mathematics in order to adequately prepare. In addition, some four year colleges/universities require four years of math for admissions.
- The above sequence assumes that all pre-requisites are fulfilled. Grades, district assessments, and state assessments will determine course placement.
- Any year-long Computer Science course can be utilized for the 4th math credit.

RECOMMENDED SCIENCE COURSE SEQUENCE

Required Science Courses							Science Electives for 10 th , 11 th , & 12 th grade	
9 th Grade		10 th Grade		11 th Grade			Course:	Prerequisite:
Course:	Prerequisite:	Course:	Prerequisite:	Course:	Prerequisite:			
Integrated Science	NONE Guideline: <75 8 th grade math Teacher recommendation	Conceptual Biology	Biology, Algebra Teacher recommendation	Conceptual Chemistry	Biology		Environmental Science ---	Biology and 1 other science course
							Zoology ---	
							Agricultural Science Courses	
Integrated Science CP	Guideline: 8 th grade math 75- 90 Teacher recommendation	Biology CP	Algebra 1 >75 Teacher recommendation	Chemistry CP	Algebra I CP		Physics CP --	Algebra II --
							Marine Biology --	Chemistry --
							Human Anatomy and Physiology --	Chemistry --
							Forensic Science --	Biology
							Agricultural Science Courses --	- None --
Honors Biology	Algebra 1 >90 Teacher recommendation	Honors Chemistry	Algebra 1 > 90 Teacher recommendation	Honors Physics	Pre-Calculus Concurrent		AP Biology --	Chemistry or Chemistry Honors -- Chemistry Honors
							AP Chemistry --	-- Chemistry or Chemistry Honors -- Pre-Calculus Concurrent
							AP Environmental Science --	
							AP Physics C	

NOTE: Students must take either Integrated Science, Biology and Chemistry **or** Honors Biology, Chemistry, and Physics to fulfill graduation requirements for Science. Students must pass Biology to fulfill graduation requirements.

ENGLISH/LANGUAGE ARTS COURSES

The English Department curriculum is designed to meet Pennsylvania Core Standards. Classroom instruction is focused on enabling students to meet and exceed the state requirements in the areas of reading, writing, and speaking, and preparing students for success following graduation from high school. In grading, particular attention is paid to the rubrics as they apply to writing and reading assessments. Study skills, including reading strategies and writing techniques, are emphasized at all levels.

*****See Appendix A (page 70): OAHS English Department Required Summer Reading Summer 2025*****

1000 ENGLISH 9 AC

Credit: 1.0

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. Literature study is based on multiple genres and interpersonal communication skills. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays, constructed responses, and a full-length research paper. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

Prerequisite: Summer Reading is required.

1010 ENGLISH 9 CP

Credit: 1.0

This course serves as a basis for continued study at the College Prep level. Literature study is based on multiple genres and interpersonal communication skills. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays, constructed responses, and a full-length research paper. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

Prerequisite: Grade of 70% or better in 8th grade Language Arts and Teacher Recommendation; Summer Reading is required.

1020 ENGLISH 9 HN

Credit: 1.0

This course forms the basis for students wishing to continue study throughout Honors and Advanced Placement courses. The study of literature from various genres forms the background of this course with discussion focusing on comprehension, analysis, and evaluation. Writing instruction focuses on five-paragraph expository essays, an annotated bibliography, and a full-length research paper. Language development involves an in-depth study of vocabulary, grammar, usage, and mechanics. Outside reading and individual projects provide enrichment experiences. Keystone Exam preparation will be focused in areas of test-taking strategies and terminology.

Prerequisite: Grade of 85% or better in Advanced 8th grade Language Arts and Teacher Recommendation; Summer Reading is required.

1000ACP FOUNDATIONS OF ENGLISH 9

Credit: 1.0

This course serves as a foundation for students who will continue their study at the Academic level. Literature study is based on multiple genres with focus on the benefits of good communication skills. In addition to selections of literature from the textbook, students will read excerpts from novels and texts found within the literature textbook. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics and usage, and language of origin, with a focus on paragraph and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required.

1000ESL ENGLISH 9**Credit: 1.0**

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation**1030 ENGLISH 10 AC****Credit: 1.0**

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. Literature study is based on multiple genres and interpersonal communication skills. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays and constructed responses. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

Prerequisite: Successful completion of English 9; Summer Reading is required.**1040 ENGLISH 10 CP****Credit: 1.0**

This course serves as a basis for continued study at the College Prep level. Literature study is based on multiple genres and interpersonal communication skills. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays and constructed responses. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

Prerequisite: Successful completion of English 9; Summer Reading is required.**1050 ENGLISH 10 HN****Credit: 1.0**

This course forms the basis for students wishing to continue study throughout Honors and Advanced Placement courses. This course continues to explore literature of various genres with extensive discussion focusing on comprehension, analysis, and evaluation of material. Writing instruction focuses on five-paragraph expository essays and a full-length research paper. Language development involves an in-depth study of vocabulary, grammar, usage, and mechanics. Outside reading and independent projects provide enrichment experiences. Keystone Exam preparation will be focused in areas of test-taking strategies and terminology.

Prerequisite: Successful completion of English 9 and Teacher Recommendation; Summer Reading is required.**1030ACP FOUNDATIONS OF ENGLISH 10****Credit: 1.0**

This course continues the study of multiple genres and interpersonal communication processes. In addition to selections of literature from the textbook, students will read excerpts from novels and texts found within the literature textbook. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study includes a review of grammar, mechanics, and usage, and language of origin. Three types of writing will be instructed: informational, persuasive, and research. Keystone Exam preparation will continue to be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required.

1030ESL ENGLISH 10**Credit: 1.0**

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation**1060 ENGLISH 11 AC****Credit: 1.0**

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. This course focuses on an overview of the American Literary Tradition. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

Prerequisite: Successful completion of English 9 and English 10; Summer Reading is required.**1070 ENGLISH 11 CP****Credit: 1.0**

This course serves as a basis for continued study at the College Prep level. This course focuses on an overview of the American Literary Tradition. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

Prerequisite: Successful completion of English 9 and English 10; Summer Reading is required.**1080 ENGLISH 11 HN****Credit: 1.0**

This course forms the basis for students wishing to continue study throughout Honors courses that culminate with the Advanced Placement course. This course focuses on an overview of the American Literary Tradition. In-depth class discussions employ various techniques of interpretation, analysis, and evaluation of literature. Writing instruction focuses on critical reviews, essays, and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language usage and mechanics instruction are writing-oriented and tailored to meet student needs. Independent projects and outside reading are required and continue to provide enrichment experiences. PA Core Standards will continue to be addressed at this level.

Prerequisite: Successful completion of English 9, English 10 and Teacher Recommendation; Summer Reading is required.**1085 ENGLISH 11 AP – LANGUAGE & COMPOSITION****Credit: 1.0**

This course prepares students to take the AP exam by engaging in the rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evident-centered analytic and argumentative writing. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Writing instruction focuses on the critical analysis of nonfiction texts and will include expository, analytical, and argumentative essays, which serve to reinforce their reading. Students are strongly encouraged to take the AP Exam.

Prerequisite: Successful completion of English 9, English 10, and Teacher Recommendation; Summer Reading is required.

1040ACP FOUNDATIONS OF ENGLISH 11**Credit: 1.0**

This course focuses on the study of American Literature. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on constructed responses, essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage, mechanics, and language of origin, is writing-oriented and tailored to meet students' needs. PA Core Standards will continue to be addressed at this level. Keystone Exam preparation will be continue to be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required.

1040ESL ENGLISH 11**Credit: 1.0**

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation

1090 ENGLISH 12 AC**Credit: 1.0**

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. This course focuses on an overview of the British Literary Tradition. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

Prerequisite: Successful completion of English 9, English 10, and English 11; Summer Reading is required. This course may be taken concurrently with English 11 with administration approval.

1100 ENGLISH 12 CP**Credit: 1.0**

This course serves as a basis for continued study at the College Prep level. This course focuses on an overview of the British Literary Tradition. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

Prerequisite: Successful completion of English 9, English 10, and English 11; Summer Reading is required.

1105 ENGLISH 12 HN**Credit: 1.0**

This course forms the basis for students wishing to culminate their studies in Honors English. This course focuses on an overview of the British Literary Tradition. In-depth class discussions employ various techniques of interpretation, analysis, and evaluation of literature. Writing instruction focuses on critical reviews, essays, and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language usage and mechanics instruction are writing-oriented and tailored to meet student needs. Independent projects and outside reading are required and continue to provide enrichment experiences. PA Core Standards will continue to be addressed at this level.

Prerequisite: Successful completion of English 9, English 10, English 11 and Teacher Recommendation; Summer Reading is required.

1110 ENGLISH 12 AP – LITERATURE & COMPOSITION

Grade Level: 12

Credit: 1.0

This course prepares students to take the AP exam by engaging students in the careful reading and critical analysis of imaginative literature drawn from multiple genres, periods, and cultures. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Students will experience, interpret, and evaluate literature. Writing instruction focuses on the critical analysis of literature and will include expository, analytical, and argumentative essays, which serve to reinforce their reading. Students are also responsible for a research paper. Students are strongly encouraged to take the AP Exam.

Prerequisite: Successful completion of English 9, English 10, English 11 and Teacher Recommendation; Summer Reading is required. It is highly recommended that students take the Classical Mythology elective in preparation for this course.

10500ACP FOUNDATIONS OF ENGLISH 12

Credit: 1.0

This course focuses on an overview of the British Literary Tradition including excerpts from *Beowulf*, *Dante's Inferno*, and Shakespeare's *Macbeth*. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage, mechanics, and language of origin, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required.

1050ESL ENGLISH 12

Credit: 1.0

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation

ENGLISH ELECTIVES

1135 FUNDAMENTALS OF PUBLIC SPEAKING

Credit: 0.5

This course is an introduction to public speaking. The course will introduce students to the requirements of different types of public presentations, and students will learn to differentiate between the functions of informative and persuasive speaking. Basic research techniques appropriate for speech preparation will be stressed. Students will also learn how to successfully utilize technology as a presentational aid. In addition, this course will provide assistance in managing communication apprehension associated with speaking in public. This course may NOT be repeated.

Prerequisite: Completion of English 9 and a final grade of 70% or better in the previous year's English class.

1150 INTRODUCTION TO CREATIVE WRITING

Credit: 0.5

This is a course designed to build and improve narrative and imaginative writing skills, spanning the various genres of fiction. It is intended for students who desire to pursue a career in writing, creative or otherwise, or those with a genuine desire to become stronger, more confident, and self-aware writers. The course places strong emphasis on each step of the writing process and includes basic discussion of terms, strategies, and professional models in the genres of fiction and poetry. The main course component is workshop. This course may NOT be repeated.

Prerequisite: Completion of English 9 and a final grade of 80% or better in the previous year's English class.

1130 INTRODUCTION TO JOURNALISM

Credit: 0.5

This course is designed to introduce students to the elements of journalism, media, and newspaper layout. It is intended for students who may want to pursue a career in journalism or other communications areas. The course will be writing intensive as well as include components of TV/video technology. Writing instruction will focus on the format and style of print media. Finished products may be published in the school newspaper or other venues. Students will also write, record and edit video news packages. This course may be repeated for credit with Teacher approval.

Prerequisite: Successful completion of English 9 and a final grade of 80% or better in the previous year's English class.

1122 FILM STUDIES

Credit: 0.5

Film Studies is a semester elective course with an emphasis on the critical thinking, viewing, and writing skills used to analyze and interpret both classic and modern films with the intention of better understanding literary techniques, devices, and genres. In this course students will be taught to essentially "read" a film in the same ways they are taught to read a written text, analyzing its plot structure, setting, characterization, theme, narrative point of view, tone, style and genre conventions. In addition, students will examine the social and historical context in which films are made and how films often help shape attitudes and values in society. This course will reinforce the traditional reading and writing skills taught in general English classes aligned with PA Core Standards. This course may NOT be repeated.

Prerequisite: Successful completion of English 9 with a final grade of 80% or better in the previous year's English class.

8032 CLASSICAL MYTHOLOGY

Grade Level: 9 - 12

Credit: 0.5

Greco-Roman culture has had an immeasurable impact on our culture. This course is an overview of the major Greco-Roman myths: the deities, heroes, their stories, their iconography and cultural context. Surveyed are the Olympians, the archetypal heroic quests of Hercules, Perseus and others, stories of transformation, the Theban and Mycenaean sagas, and the adventures of Achilles and Odysseus in the epic of the Trojan War. Students will appreciate various representations, interpretations and depictions of classical mythology throughout the centuries through readings of primary and secondary sources, creative projects, art, and film.

Prerequisite: None

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

1200 ESL ENTERING (ESL I)

Credit: 1.0

This language acquisition course develops the English language skills of English Learners in listening, speaking, reading and writing. These skills require control of the sound system, grammar, vocabulary and basic sentence structure. Students will develop Basic Interpersonal Communication Skills (BICS) for use in appropriate social and cultural situations. This course also provides beginning English Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing. In addition to English language development, the PA Common Core Standards for ELA grades 9-12 will be introduced.

Prerequisite: Score of 1.0-1.9 on the WIDA Screener or teacher recommendation.

1210 ESL BEGINNING (ESL II)

Credit: 1.0

This language acquisition course is for English Learners whose English language skills and previous educational backgrounds are such that they require English language development. Students will continue to acquire English proficiency with emphasis on basic reading comprehension, building vocabulary and paragraph development. This course will develop the students Cognitive Academic Language Proficiency (CALP). This course also provides English Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing. In addition to English language development, the PA Core Standards for ELA grades 9-12 will be introduced.

Prerequisite: Successful completion of ESL ENTERING/ESL I, or a score of 1.9-2.9 on the WIDA Screener/ACCESS 2.0 assessment, or teacher recommendation.

1220 ESL DEVELOPING (ESL III)

Credit: 1.0

This language acquisition course is for English Learners whose English language skills and previous educational backgrounds are such that they require English language instruction. Students will continue to acquire English proficiency with emphasis on basic reading comprehension, building vocabulary and paragraph development to multi paragraph development. This course will develop the students Cognitive Academic Language Proficiency (CALP). This course also provides English Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing. In addition to English language development, the PA Core Standards for ELA grades 9-12 will be introduced.

Prerequisite: Successful completion of ESL BEGINNING/ESL II or score of 3.0-3.9 on the WIDA Screener/ACCESS 2.0 assessment, or teacher recommendation.

1230 ESL EXPANDING (ESL IV)

Credit: 1.0

This language acquisition course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills. Students will develop oral language skills, reading comprehension and writing skills in multi paragraph format to be successful with grade level texts. In addition to English language development, the PA Core Standards for ELA grades 9-12 will be introduced.

Prerequisite: Successful completion of ESL DEVELOPING/ESL III or score of 3.9-4.9 on the WIDA Screener/ACCESS 2.0 assessment, or teacher recommendation.

1245 ESL V

Credit: 1.0

This language acquisition course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills. Students will develop oral language skills, reading comprehension and writing skills in multi paragraph format to be successful with grade level texts. In addition to English language development, the PA Core Standards for ELA grades 9-12 will be introduced.

Prerequisite: Successful completion of ESL IV or score of 4.0 or above on the WIDA Screener/ACCESS 2.0 assessment, and teacher recommendation.

1240ESL ESL NEWCOMER**Credit: 1.0**

This course is designed for students who are entering into English development classes. This language acquisition course develops the English language skills of English Learners in listening, speaking, reading and writing. These skills require control of the sound system, grammar, vocabulary and basic sentence structure. Students will develop Basic Interpersonal Communication Skills (BICS) for use in appropriate social and cultural situations. This course also provides beginning English Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.

Prerequisite: Score of 1.0-1.5 on the WIDA Screener or teacher recommendation.

1242 ESL ACADEMIC (LAB)**Credit: 0.0**

This course will emphasize the development and refinement of study and organizational skills as they apply to other subject areas for students who require English Language supports. Students will concentrate on organization of classroom materials, development of test-taking strategies, and applying reading and writing skills to the content areas. Students will receive assistance within their content areas as needed.

- Work on accessing grades on Power School and on self-monitoring
- Receive academic support in content area classes
- Receive instruction in organizational and time management skills
- Receive instruction in self-advocacy and social skills

Prerequisite: None, Teacher recommendation

1000ESL ENGLISH 1**Credit: 1.0**

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation

1030ESL ENGLISH 2**Credit: 1.0**

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation

1060ESL ENGLISH 3**Credit: 1.0**

This course serves as a foundation for students to develop and practice the fundamental rules of English grammar to be successful in future high school English courses and everyday life. Literature study is based on multiple genres with focus on the benefits of good communication skills. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics, and usage with a focus on sentence, paragraph, and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: Teacher recommendation

3200ESL GENERAL MATH

Credit: 1.0

This course is designed to help students develop and practice essential mathematical skills to be successful in future high school mathematics courses and everyday life. Topics include arithmetic, fractions, order of operations, algebraic concepts and applications of problem solving.

Prerequisite: Teacher recommendation

2000ESL GENERAL SOCIAL STUDIES

Credit: 1.0

This course is designed to provide students with the ability to grasp the connection between regions and cultures. It focuses on understanding physical features, map literacy, the five themes of Geography, and cultural impacts of Human Geography.

Prerequisite: Teacher recommendation

4200ESL GENERAL SCIENCE

Credit: 1.0

This course focuses on the core concepts of matter and energy, as well as a basic understanding of ecology and the environment. Topics will include but are not limited to overviews of basic chemistry, ecology, evolution, and scientific method. Students will participate in laboratory experimentation, projects involving both hands-on and on-line activities, interactive lectures and discussions throughout this course.

Prerequisite: Teacher recommendation

3005ESL ALGEBRA ESSENTIALS

Credit: 1.0

This course is designed to help students practice and expand the understanding of foundational algebraic concepts such as arithmetic, fractions, order of operations, solving equations/inequalities, patterns, proportional reasoning, exponents, polynomials, probability, functions/relations, and applications of problem solving.

Prerequisite: Teacher recommendation

4205ESL BIOLOGY ESSENTIALS

Credit: 1.0

This course is designed to help students practice and expand the understanding of foundational science and scope of biology, including basic biological principles and the chemical basis for life; bioenergetics, homeostasis and transport; cell growth, cell reproduction, and genetics; and theory of evolution and ecology. Students will learn and apply scientific inquiry to evaluate scientific theories, utilize direct and indirect observations, formulate questions, explanations, and conclusions through scientific investigations, as well as develop skills for writing in science and technical subjects. Upon completion of this course, students are required to take the Biology Keystone Exam.

Prerequisite: Teacher recommendation

SOCIAL STUDIES COURSES

The Social Studies Department offers courses that enable students to meet or exceed the Pennsylvania Core Standards in the following disciplines: Civics and Government, Economics, Geography, and History (this includes the history of Pennsylvania, the United States, and the World). Instructional activities are firmly based on the Standards and are designed to assist all students in acquiring the knowledge, skills, and understandings necessary to be responsible citizens of the twenty-first century. After successfully completing the required courses, students may choose to study other areas of interest in Social Studies, which will further prepare them to understand themselves, their community, and their place in a larger world.

2000 AMERICAN HISTORY

Credit: 1.0

This course serves as the basis for study at the Academic level and is instructed at a student-centered pace. American History presents a chronological history of the United States from the events of World War I through the presidency of Barack Obama. Special attention will be given to economic, social, cultural, and political developments as we seek to understand how they have come to influence our lives today. Students will learn from a variety of resources including text books, primary and secondary sources, and interactive web based activities.

Prerequisite: None

2005 AMERICAN HISTORY CP

Credit: 1.0

This course serves as the basis for study at the College Prep Level. American History CP presents a chronological history of the United States from the events of World War I through the presidency of Barack Obama. Special attention will be given to economic, social, cultural, and political developments as we seek to understand how they have come to influence our lives today. Students will learn from a variety of resources including text books, primary and secondary sources, and interactive web based activities, and projects.

Prerequisite: 70% or higher in English Language Arts and Social Studies Teacher recommendation.

2010 AMERICAN HISTORY HN

Credit: 1.0

This course serves as the basis for study at the Honors Level and includes a more in depth study at a more rapid pace. American History Honors presents a chronological history of the United States from the events of World War I through the presidency of Barack Obama. Special attention will be given to economic, social, cultural, and political developments as we seek to understand how they have come to influence our lives today. Students will learn from a variety of resources including text books, primary and secondary sources, and interactive web based activities, and projects.

Prerequisite: 80% or higher in Advanced English and Social Studies Teacher Recommendation.

90% or higher in English and Social Studies Teacher Recommendation.

2020 WORLD HISTORY

Credit: 1.0

This course serves as the basis for study at the Academic level and is instructed at a student-centered pace. World History is a study in our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. The course is separated into lessons comprising of the following topic areas: Early civilizations, the rise of Christianity, and civilizations of the Americas, societies of the Middle Ages such as the Byzantine Empire, Asia, the regions civilizations of Islam, Africa, and the spread of Civilization in East and Southeast Asia. Other topics include geography, wealth, freedom, religion, conquest and discovery. The course closes with the emergence of new nations, regional conflicts, the developing world and the world today. Understanding of the material will be conveyed through many web-based activities and research projects.

Prerequisite: Successful completion of 1.0 Social Studies credits.

2025 WORLD HISTORY CP**Credit 1.0**

This course serves as the basis for study at the College Prep Level. World History CP is a study in our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. The course is separated into lessons comprising of the following topic areas: Early civilizations, the rise of Christianity, and civilizations of the Americas, societies of the Middle Ages such as the Byzantine Empire, Asia, the regions civilizations of Islam, Africa, and the spread of Civilization in East and Southeast Asia. Other topics include geography, wealth, freedom, religion, conquest and discovery. The course closes with the emergence of new nations, regional conflicts, the developing world and the world today. Understanding of the material will be conveyed through many web-based activities, primary source analysis, and research projects.

Prerequisite: 70% or higher in College Prep English and College Prep Social Studies

2030 WORLD HISTORY HN**Credit: 1.0**

This course serves as the basis for study at the Honors Level and includes a more independent, in depth study, at a rapid pace. Higher levels of thinking are necessary, as are a proficiency in reading comprehension and written expression, in order to analyze a variety of information. World History HN is a study in our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society. The course is separated into lessons comprised of the following topic areas: Early civilizations, Ancient India and China, the civilizations of the Americas, Ancient Greece and Rome, the Middle Ages and the rise of Christianity, Africa and the Muslim World, the Renaissance and Reformation. Other topics include Geography, Imperialism and Nationalism. Understanding of the material will be conveyed through many web-based activities, primary source analyses and writing prompts.

Prerequisite: 90% or higher in College Prep English and Social Studies Teacher Recommendation.

2040 MODERN CIVICS**Credit: 1.0**

This course serves as the basis for study Academic level. It is a standards-based approach to the history, structure, and evolution of the American government. Students will analyze and explore the political systems that operate in the contemporary world. By examining major events and issues, students will understand the theories underlying government organizations worldwide, and the practical working of these institutions. The individual's role as a participant in civic activities will receive special emphasis.

Prerequisite: Successful completion of 2.0 social studies credits.

2043 MODERN CIVICS CP**Credit: 1.0**

This course serves as the basis for study College Prep level. It is a standards-based approach to the history, structure, and evolution of the American government. Students will analyze and explore the political systems that operate in the contemporary world, with an emphasis on the evolving nature of the American political system. By examining major events and issues, students will understand the theories underlying government organizations world-wide, and explore their ability to participate. Students will be engaged in student-centered activities that encouraged them to survey the historical and Constitutional roots of our nation, and develop a working political identity.

Prerequisite: 70% or higher in College Prep English and College Prep Social Studies.

2045 MODERN CIVICS HN**Credit 1.0**

This course serves as the basis for study Honors level. It is a standards-based approach to the history, structure, and evolution of the American government. Students will gain an in-depth understanding of the United States government, and use their knowledge of our political traditions to analyze and evaluate the political systems that operate in the contemporary world. The individual's role as a leading participant in civic activities will receive special emphasis. The honors course emphasizes student-centered activities that promote critical thinking, primary source analysis, and student recognition and evaluation of the subjective nature of political commentary.

Prerequisite: 90% or higher in College Prep English, and Social Studies Teacher Recommendation.

2000ESL GENERAL SOCIAL STUDIES

Credit: 1.0

This course is designed to provide students with the ability to grasp the connection between regions and cultures. It focuses on understanding physical features, map literacy, the five themes of Geography, and cultural impacts of Human Geography.

Prerequisite: Teacher recommendation

SOCIAL STUDIES ELECTIVES

2050 CRIMINAL JUSTICE

Credit: 0.5

This course will offer a study of the nature of criminal behavior, its causes and control thereof. Topics covered include the Bill of Rights, search and seizure, and the criminal justice system process from arrest to post-trial motions.

Prerequisite: Successful completion of 2.0 social studies credits.

2060 SOCIOLOGY

Credit: 0.5

This course involves the study of human interaction, social institutions, and fundamental social processes. Topics include culture, role, status, social mobility, socialization and the family.

Prerequisite: Successful completion of 2.0 social studies credits.

2070 PSYCHOLOGY

Credit: 1.0

This course provides extensive background in the study of psychology. Areas of study include adolescence, personality, behaviorism, group dynamics, adulthood, aging, abnormal psychology, mental health, and developmental psychology.

Prerequisite: Successful completion of 2.0 social studies credits.

2035 AP EUROPEAN HISTORY

Credit: 1.0

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students planning on attending four-year colleges are encouraged to take this course. It is highly recommended that students plan on taking the AP European History Exam in May.

Prerequisite: See course guidelines for AP Courses. (Successful completion of American History)

2090 AP UNITED STATES HISTORY

Credit: 1.0

This is a college level course that surveys key developments in American history from the earliest colonial days until the present. Students planning on attending four-year colleges are encouraged to take this course. *It is highly recommended that students plan on taking the AP U.S. History Exam in the Spring.*

Prerequisite: See course guidelines for AP Courses. (Successful completion of American History and World History.)

2073 AP PSYCHOLOGY**Credit:** 1.0

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. The aim of the course is to provide the student with a learning experience equivalent to that obtained in most college introductory psychology courses. Students should understand this is a college-level course and the work load reflects as such.

Prerequisite: See course guidelines for AP Courses. (Successful completion of American History and World History.)

2048 AP U.S. GOVERNMENT AND POLITICS**Credit:** 1.0

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

Prerequisite: See course guidelines for AP Courses. (Successful completion of American History and World History.)

MATHEMATICS COURSES

The courses provided by the mathematics department are designed to meet the needs of students. The mathematics curriculum prepares students to succeed in the world of work, to succeed in their post-high school studies, to achieve and exceed the PA Core Standards, and to demonstrate proficiency on the Keystone Exam. Students and parents are urged to consult with their current math teacher for advice regarding the most appropriate course selection.

3014ACP FOUNDATIONS OF ALGEBRA (A)

Credit: 1.0

This course provides a foundation to algebra topics. Topics to be covered include integer operations, order of operations, perimeter and area, fractions and decimals, scientific notation, ratios and rates, conversions, percent's, algebraic expressions, linear equations, the Pythagorean Theorem, and graphing. *A scientific calculator is recommended.*

Prerequisite: IEP required, Teacher recommendation

3200ESL GENERAL MATH

Credit: 1.0

This course is designed to help students develop and practice essential mathematical skills to be successful in future high school mathematics courses and everyday life. Topics include arithmetic, fractions, order of operations, algebraic concepts and applications of problem solving.

Prerequisite: Teacher recommendation

3005ESL ALGEBRA ESSENTIALS

Credit: 1.0

This course is designed to help students practice and expand the understanding of foundational algebraic concepts such as arithmetic, fractions, order of operations, solving equations/inequalities, patterns, proportional reasoning, exponents, polynomials, probability, functions/relations, and applications of problem solving.

Prerequisite: Teacher recommendation

3030SI SUPPLEMENTAL INSTRUCTION FOR ALGEBRA 1

Credit: 0.5

This course is for students currently enrolled in Algebra 1. Its purpose is to provide students with additional support to meet state standards for Algebra I. The course content includes signed numbers, first- and second-degree equations, exponents and radicals, polynomials, and factoring.

Prerequisite: Teacher recommendation

3013 ALGEBRA I AC

Credit: 1.0

This course is for students who have not yet demonstrated readiness for the college-preparatory mathematics sequence. Its purpose is to provide students additional time to meet state standards for Algebra I. The course content includes signed numbers, first- and second-degree equations, exponents and radicals, polynomials, and factoring. The Algebra I Keystone Exam will be taken in this course. *A scientific calculator is required.*

Prerequisite: 8th grade math.

3030 ALGEBRA I CP

Credit: 1.0

This is the first course in the college-preparatory mathematics sequence. Its purpose is to provide the foundation for further academic math courses and to develop analytical thinking skills. The course content includes signed numbers, first- and second-degree equations, exponents and radicals, polynomials, and factoring. The Algebra I Keystone Exam will be taken in this course. *A scientific calculator is required.*

Prerequisite: 8th grade math.

3015ACP FOUNDATIONS OF ALGEBRA (B)**Credit:** 1.0

This course provides opportunities to revisit and expand the understanding of foundational algebra concepts such as; solving equations/inequalities, patterns, proportional reasoning, exponents, polynomials, probability, functions/relations, etc. A scientific calculator will be provided for use in class. The Algebra I Keystone Exam will be taken in this course.

Prerequisite: IEP required; Teacher recommendation

3023 GEOMETRY AC**Credit:** 1.0

The purpose of this course is to introduce students to geometric & statistical topics and concepts that are aligned with the Pennsylvania Academic Standards and Assessment Anchors. Topics studied include numeric solutions to problems involving line and angle relationships, properties and formulas associated with various geometric figures, probability, and data analysis. *A scientific calculator is required.* Graphing calculators will be available for student use in class.

Prerequisite: Successful completion of Algebra 1.

3016ACP FOUNDATIONS OF GEOMETRY**Credit:** 1.0

The purpose of this course is to provide the foundational principles of Geometry. Topics covered consist of Segments, Angles, Parallel/Perpendicular Lines, Triangle Relationships, Congruent Triangles, Quadrilaterals, Surface Volume/Area and Circles. A Graphing Calculator will be provided for in-class use.

Prerequisite: IEP required; Teacher recommendation

3060 GEOMETRY CP**Credit:** 1.0

The purpose of this course is to develop logical deductive thinking processes within each student. The content includes angle and line relationships, polygons, circles, constructions, coordinate geometry, area, and volume. Geometric structure is studied through the use of proofs during the entire course. *A scientific calculator is required.*

Prerequisite: A final grade of 70% or higher in Algebra I

3070 GEOMETRY HN**Credit:** 1.0

The purpose of this course is to develop logical deductive thinking processes within each student using Euclidean, solid, coordinate and transformational geometries. The content includes logic, angle and line relationships, polygons, circles, constructions, and volume. Structure is studied through extensive use of proofs. *A scientific calculator is required.*

Prerequisite: A final grade of 90% or higher in Algebra I.

3035 INTERMEDIATE ALGEBRA**Credit:** 1.0

This course is intended as a bridge between Algebra 1 and Algebra 2. Algebra 1 topics are reviewed and some Algebra 2 topics are previewed. The content of the course includes real numbers, functions, one-variable equations and inequalities, two-variable equations and inequalities, data analysis and statistics, polynomial functions and quadratic functions. *A scientific calculator is required.* Graphing calculators will be available for student use in class.

Prerequisite: Successful completion of Algebra 1 and Geometry.

3040 ALGEBRA II CP**Credit:** 1.0

Course content will include graphing and solving quadratic functions as well as solving and operations with radical, rational and logarithmic functions. Upon completion of this course, the student should have the necessary algebraic background to proceed in advanced math courses. *A scientific calculator is required. A graphing calculator is recommended.*

Prerequisite: Successful completion of Algebra I and Geometry.

3050 ALGEBRA II HN

Credit: 1.0

Course content includes functions, rational expressions, analytic geometry, conic sections, functions, systems of equations, logarithms and exponential functions. Upon completion of this course, the student should have the necessary algebraic background to proceed in advanced math courses. This course will move at a rigorous pace. *A scientific calculator is required. A graphing calculator is strongly recommended.*

Prerequisite: A final grade of 90% or higher in Algebra I and Geometry

3095 PRE-CALCULUS/TRIGONOMETRY CP

Credit: 1.0

This course is intended as a preparation for Calculus in twelfth grade or college. Content includes a review of algebraic techniques, functions and their graphs, synthetic division with applications, conic sections, sequences and series, matrices and determinants, systems of equations and inequalities, and Trigonometry. *A scientific calculator is required. A graphing calculator is strongly recommended.*

Prerequisite: A final grade of 80% or higher in both Algebra II and Geometry

3100 PRE-CALCULUS HN

Credit: 1.0

This is a full year course intended for those students who have demonstrated high achievement in mathematics and are intending to pursue Calculus as a senior. Course content includes trigonometry, analysis of functions and discrete mathematics. *A graphing calculator is required.*

Prerequisite: Successful completion of Algebra 2 Honors and Geometry Honors

3110 CALCULUS CP

Credit: 1.0

This course starts with linear and quadratic functions. Differential calculus includes limits, derivatives and their rules, applications to extremes, and related rates. Integral calculus includes definite and indefinite integrals, area between curves, volumes of solids, exponential, logarithmic, and trigonometric functions, as well as techniques of integration. *A graphing calculator is required.*

Prerequisite: Successful completion of Pre-Calculus

3120 AP CALCULUS AB

Credit: 1.0

The purpose of this course is to prepare students to take the Advanced Placement Calculus AB exam given nationally every spring. Course content is dictated by the Advanced Placement syllabus and currently includes functions, limits, derivatives and their rules, applications of derivatives, relative extrema and graphing, related rates and first order differential equations. Integral calculus includes definite and indefinite integrals, area between curves, volumes of solids of revolution, transcendental functions and their applications and techniques of integration. *A graphing calculator is required.*

Prerequisite: Successful completion of Pre-Calculus Honors

3121 AP CALCULUS BC

Credit: 1.0

The purpose of this course is to prepare students to take the Advanced Placement Calculus BC exam given nationally every spring. Course content is dictated by the Advanced Placement syllabus and currently includes functions, limits, derivatives and their rules, applications of derivatives, relative extrema and graphing, related rates and first order differential equations. Integral calculus includes definite and indefinite integrals, area between curves, volumes of solids of revolution, transcendental functions and their applications and techniques of integration. *A graphing calculator is required.*

Prerequisite: Successful completion of AP Calculus AB

3125 STATISTICS CP

Credit: 1.0

This course is designed to acquaint students with the basic techniques of descriptive and inferential statistics. Calculator-assisted applications of statistical topics to business, biology, engineering, industry, and the social sciences will be featured. *A TI-83 or TI-84 graphing calculator is required. Note: students cannot earn credit for both Statistics CP and AP Statistics.*

Prerequisite: Successful completion of Geometry and Algebra II

3126 AP STATISTICS

Credit: 1.0

This calculator-assisted course features the study of techniques in descriptive and inferential statistics and includes frequency and probability distributions, Central Limit Theorem, hypothesis testing and confidence intervals, correlation and regression for bivariate data, analysis of variance, and non-parametric statistics. Students successfully completing this course will be prepared for the Advanced Placement test in statistics. *A TI-83 or TI-84 graphing calculator is required. Note: students cannot earn credit for both Statistics CP and AP Statistics.*

Prerequisite: Successful completion of Honors Geometry and Honors Algebra 2 and successful completion or concurrently taking Pre-Calculus

**Recommended graphing calculators include:
TI 84, TI 84+, TI 89.**

COMPUTER SCIENCE COURSES

6365S_PLTW COMPUTER SCIENCE ESSENTIALS (PLTW) SEMESTER

Grade Level: 9-12

Credit: 0.5

In this course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their designs into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Prerequisite: Algebra 1 at least concurrently

6365PLTW COMPUTER SCIENCE ESSENTIALS (PLTW)

Grade Level: 10-12

Credit: 1.0

In this course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their designs into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. This full year version of the course explores concepts at greater depth and includes a culminating project.

Prerequisite: Successful completion of Algebra 1

6375PLTW AP COMPUTER SCIENCE PRINCIPLES (PLTW)

Grade Level: 10-12

Credit: 1.0

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Prerequisite: Computer Science Essentials OR Algebra II

6385PLTW AP COMPUTER SCIENCE A (PLTW)

Grade Level: 10-12

Credit: 1.0

Throughout this course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisite: Computer Science Essentials OR Algebra II

6390PLTW CYBERSECURITY (PLTW)

Grade Level: 10-12

Credit 1.0

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Prerequisite: Computer Science Essentials OR Algebra II

6398PLTW PROJECT LEAD THE WAY CAPSTONE CS

Grade level: 12

Credit: 0.5 (may be repeated)

Through an independent study format, PLTW Capstone gives students the opportunity to exercise the skills developed in not only their PLTW classes, but other classes, as well as their personal experiences. Students may work individually or in a team to identify and solve a problem of their own design or interest. Students will complete research, design and test a prototype or model of a solution, evaluate the results, and analyze data—documenting each step along the way. Students will report on and present their solution at the end of the course.

Prerequisite: Completion of at least two other PLTW Computer Science courses and teacher recommendation

Any 1.0 credit course in Computer Science may be completed to fulfill the graduation requirement as the fourth Math/Science credit.

SCIENCE COURSES

Our mission is to promote student achievement and foster an interest in Science in all of our students. Science courses utilize hands-on learning experiences and lab-oriented classes to meet and exceed the PA Core Standards. Emphasis is placed upon acquisition of concepts from multiple sources (electronic and print media, experimentation, and real-world experience), interconnection of ideas between the sciences and other subject areas, and thinking skills (such as problem solving). The goal of the Oxford Area High School Science Department is to ensure that all students are exposed to the major disciplines of science before graduating. The normal sequence of classes (Integrated Science, Biology, Chemistry, and then a choice of science electives) accomplishes that goal within the four years of high school. Students who are highly motivated and wish to continue their study of science may take AP Biology, AP Chemistry, AP Physics, and other electives offered within the department. Students are encouraged to take Chemistry and Physics to get the most out of their high school experience and be best prepared for their post-secondary education.

4011 INTEGRATED SCIENCE

Credit: 1.0

This course teaches principles of matter and energy, as well as a basic understanding of ecology and the environment. Topics will include but are not limited to overviews of basic chemistry, ecology, evolution, and scientific method. This course will help build the skills necessary for a seamless transition into Biology in 10th grade.

Prerequisite: None (As a guideline, students performing less than a 75 in 8th grade math should select this course)

4012 INTEGRATED SCIENCE CP

Credit: 1.0

This course teaches principles of matter and energy, as well as a basic understanding of ecology and the environment. Topics will include but are not limited to overviews of basic chemistry, ecology, evolution, and scientific method. This course will help build the skills necessary for a seamless transition into Biology in 10th grade.

Prerequisite: None (As a guideline, students performing between a 75 and 89 in 8th grade math should select this course)

4040 BIOLOGY HN

Credit: 1.0

This course is a laboratory-oriented introductory biology course intended for students pursuing a college preparatory program of study. Course work provides an intensive study into the nature of living things and their characteristics. The major units of study include: (1) the characteristics of living things, their classification, and evolution; (2) early biological molecules, the origin of life, and the use of chemical energy by living things; (3) DNA, RNA, protein synthesis, the genetic code, reproduction and development; (4) genetics and the origin of new species; (5) energy utilization by living things; (6) regulation and coordination within organisms; and (7) the behavior of organisms, populations, societies, and interrelationships between organisms.

Prerequisite: Science teacher recommendation (As a guideline, students performing greater than a 90 in Algebra 1 should select this course)

4025 CONCEPTUAL BIOLOGY

Credit: 1.0

This course will explore the science and scope of biology, including basic biological principles and the chemical basis for life; bioenergetics, homeostasis and transport; cell growth, cell reproduction, and genetics; and theory of evolution and ecology. Students will learn and apply scientific inquiry to evaluate scientific theories, utilize direct and indirect observations, formulate questions, explanations, and conclusions through scientific investigations, as well as develop skills for writing in science and technical subjects. Upon completion of this course, students are required to take the Biology Keystone Exam.

Prerequisite: Successful completion of Integrated Science

4030 BIOLOGY CP**Credit: 1.0**

This course will explore the science and scope of biology, including basic biological principles and the chemical basis for life; bioenergetics, homeostasis and transport; cell growth, cell reproduction, and genetics; and theory of evolution and ecology. Students will learn and apply scientific inquiry to evaluate scientific theories, utilize direct and indirect observations, formulate questions, explanations, and conclusions through scientific investigations, as well as develop skills for writing in science and technical subjects. Additionally, students in this course should expect a greater workload including independent reading, research, and laboratory work intended to develop more advanced inquiry and reasoning skills. Upon completion of this course, students are required to take the Biology Keystone Exam

Prerequisite: Successful completion of Integrated Science

4205ESL BIOLOGY ESSENTIALS**Credit: 1.0**

This course is designed to help students practice and expand the understanding of foundational science and scope of biology, including basic biological principles and the chemical basis for life; bioenergetics, homeostasis and transport; cell growth, cell reproduction, and genetics; and theory of evolution and ecology. Students will learn and apply scientific inquiry to evaluate scientific theories, utilize direct and indirect observations, formulate questions, explanations, and conclusions through scientific investigations, as well as develop skills for writing in science and technical subjects. Upon completion of this course, students are required to take the Biology Keystone Exam.

Prerequisite: Teacher recommendation

4046 CONCEPTUAL CHEMISTRY**Credit: 1.00**

This course provides students with the concepts of chemistry and the main ideas encountered in general inorganic chemistry. The course will explore explanation and measurement of physical quantities; structure of the atom; interactions between atoms (bonding); naming compounds; chemical reactions and equilibria; and numerical relationships involving chemical change. Laboratory experiments are used to introduce theory, and learning is accomplished through these experiences. Although the class is not math based, students will use basic algebraic concepts.

Prerequisites: Successful completion of Biology. Students who have successfully completed Geometry CP or higher may not take this course.

4050 CHEMISTRY CP**Credit: 1.0**

The purpose of this course is to give the student an understanding of the main ideas encountered in general inorganic chemistry. The class and laboratory discussions will include explanation and measurement of physical quantities; structure of the atom; interactions between atoms (bonding); naming compounds; chemical reactions and equilibria; and numerical relationships involving chemical change. A scientific calculator is required. Additionally, students in this course should expect a greater workload including independent reading, research, and laboratory work intended to develop more advanced inquiry and reasoning skills.

Prerequisites: A final grade of 75% or higher in Algebra I and Biology CP or HN and have a teacher recommendation.

4051 CHEMISTRY HN**Credit: 1.0**

The purpose of this course is to give the student an understanding of the main ideas encountered in general inorganic chemistry. This understanding should prepare the student for study in Advanced Placement Chemistry. The class and laboratory discussions will include explanation and measurement of physical quantities; structure of the atom; interactions between atoms (bonding); naming compounds; chemical reactions and equilibria; and numerical relationships involving chemical change; rate concepts; and oxidation-reduction reactions. Student will be expected to work independently to further their understanding. A scientific calculator is required.

Prerequisites: Students should have taken and earned a grade of 90% or higher in Algebra I and an 85% or higher in Biology HN.

4091 PHYSICS CP

Credit: 1.0

This course provides students with the concepts of physics. The course will introduce topics including mechanics, work, power, energy, wave theory, with an emphasis on the ideas and theories behind these topics. Frequent laboratory sessions allow the student to apply classroom theory to practical situations. This course will require scientific skills and problem solving capabilities.

Prerequisite: Successful Completion of Biology, Chemistry, and Geometry greater than 75%

4092 PHYSICS HN

Credit: 1.0

This course provides the student with an in-depth study of Physics. The course covers topic such as mechanics, states of matter, waves and light, and electricity. This course will require basic engineering skills and problem solving capabilities. Student will be involved in a number of hands on laboratory activities inside and outside of school. Student will be involved in career exploration for fields like medicine, engineering, computer programming, and other sciences.

Prerequisites: Students should have taken or be concurrently taking pre-calculus

SCIENCE ELECTIVES

4060 ENVIRONMENTAL SCIENCE

Credit: 1.0

In this course, ecological aspects of agriculture and earth science issues that affect our environment will be studied. Some of the topics covered are: general ecology, groundwater, the Chesapeake Bay Watershed, soils, wildlife, aquatic resources, energy resources, integrated pest management, common pollutants and resource management.

Prerequisite: Successful completion of two years of high school science credits.

4070 ZOOLOGY

Credit: 1.0

In Zoology, students survey the animal kingdom from simple invertebrate to complex vertebrate species. Topics for study include knowledge of animal anatomy and physiology, distinguishing characteristics of invertebrate phyla and vertebrate classes, life cycles and metamorphosis, biodiversity as it relates to habitat distribution, the basis for species endangerment, theories of extinction, vertebrate development, evolution as it relates to the development of various animal groups or species, adaptive behaviors, various structural and feeding adaptations, animal identification, and techniques use in capture, release, census taking and field study.

Prerequisite: Successful completion of Biology.

4081 MARINE BIOLOGY

Credit: 1.0

Students registering for this course are presented with an ecological approach to life in the sea. The curriculum utilizes a college level text with reading and writing at the advanced level. Students are exposed to scientific principles that govern the organization and perpetuation of organisms and associations through discussion and laboratory of the following concepts: oceanography, plankton and plankton communities, open ocean organisms, deep sea biology, subtidal and benthic communities, intertidal ecology, estuaries and salt marshes, tropical communities, symbiotic communities and human intervention in the sea.

Prerequisite: Successful completion of Biology and Chemistry with a final grade of 80% or better.

4086 HUMAN ANATOMY AND PHYSIOLOGY

Credit: 1.0

This course will focus on an integrated study of the human body including the histology, anatomy, and physiology of each system. The curriculum examines molecular, cellular, and tissue levels of organization plus integumentary, skeletal and articulations, muscular, nervous, endocrine, cardiovascular, lymphatic, digestive, urinary, and reproductive systems. The scope of this course includes a mandatory hands-on laboratory experience covering experimentation, microscopy, observations, and dissection. Expected homework load is 2-3 hours per week.

Prerequisite: Students should successfully completed Biology HN or CP with a grade of 80% or better and Chemistry HN or CP to enroll in this class.

4088 FORENSIC SCIENCE**Credit 1.0**

Forensic Science introduces students to the fundamental principles of crime scene investigation and laboratory skills. The knowledge and skills gained in this course will provide students with a broad understanding of forensics and its impact on society. Units of study include Crime Scene Investigation, Fingerprinting, Serology, Toxicology, Forensic Anthropology, DNA, Document Analysis, Ballistics, Digital Forensics and Entomology. A significant part of the course involves simulated lab work being done in actual crime scene laboratories world-wide, which gives students the unique opportunity to carry out the world-changing experiments about which they are learning.

Prerequisites: Successful completion of Biology

4066 AP ENVIRONMENTAL SCIENCE**Credit: 1.0**

A course offering advanced topics from Earth Science, Biology, and Chemistry. Environmental Science is interdisciplinary within the realm of science and aims to provide students with the scientific principles, concepts and methodologies required to understand the natural world and their place in it. All students enrolled in AP courses are strongly encouraged to take the College Board's Advanced Placement Exam.

Prerequisite: Successful completion of Biology CP or HN and Chemistry CP or HN with an 85% or higher.

4100 AP BIOLOGY**Credit: 2.0**

This course is an elective biology course for students planning on pursuing one of the fields of science in college. It is introductory level college biology course with a dedicated laboratory period and requires a serious commitment of outside student directed self-learning by the student for successful completion. Advanced writing and reading skills are required. The major units of study include: (1) the structure and function of cells; (2) the basic biological chemistry of cells and the energy utilization by organisms; (3) DNA, information coding and transfer, reproduction, genetics and inheritance patterns; (4) evolution, natural selection, and population genetics; (5) the classification system, the kingdoms and their major phyla; (6) animal systems and behavior; (7) plant systems and responses; (8) ecological relationships. The course follows the guidelines of the College Board curriculum, and students are expected to take the AP Biology Exam to earn credit or receive advanced placement, pending satisfactory performance on the exam. Students enrolled in this course will be required to take the AP Biology Exam, which is administered in the spring.

Prerequisites: Successful completion of Biology HN or CP with a grade of 80% or higher and successful completion of Chemistry HN or CP with a grade of 80% or higher.

4110 AP CHEMISTRY**Credit: 2.0**

The purpose of this course is to prepare the student to take the Advanced Placement exam in Chemistry. Students enrolled in this may take the AP Chemistry Exam, which is administered in the spring. The course is designed to be taken only after the successful completion of a first course in high school chemistry. The class and laboratory discussions will include explanation and measurement of physical quantities; structure of the atom; interactions between atoms (bonding); naming compounds; chemical reactions and equilibria; numerical relationships involving chemical change; electrochemistry; thermodynamics; nuclear chemistry; and kinetics. *A calculator is required.*

Prerequisites: Successful completion of Chemistry HN with a grade of 80 % or higher. In addition, the College Board recommends that students successfully complete a second-year algebra course prior to enrolling in an AP Chemistry preparatory course.

4037 AP PHYSICS C**Credit: 2.0**

Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in the physical sciences or engineering. Introductory differential and integral calculus are used throughout the course. The laboratory portion of the course focuses on students asking questions, making observations and predictions, designing experiments, analyzing data, and constructing arguments in a collaborative setting where they direct and monitor their progress.

Prerequisites: Successful completion of Physics CP/HN. Successful completion of or concurrently taking Calculus AB.

4200ESL GENERAL SCIENCE

Credit: 1.0

This course focuses on the core concepts of matter and energy, as well as a basic understanding of ecology and the environment. Topics will include but are not limited to overviews of basic chemistry, ecology, evolution, and scientific method. Students will participate in laboratory experimentation, projects involving both hands-on and on-line activities, interactive lectures and discussions throughout this course.

Prerequisite: Teacher recommendation

4140PLTW PRINCIPLES OF BIOMEDICAL SCIENCE

Credit: 1.0

Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real-world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. Students will develop skill in technical documentation to represent and communicate experimental findings and solutions to problems.

Prerequisites: Successful completion of Biology HN or CP with a grade of 80% or higher and successful completion of Chemistry HN or CP with a grade of 80% or higher.

AGRICULTURAL SCIENCE COURSES

4077 AGRICULTURAL SCIENCE

Credit 1.0

This course is designed to give students a basic overview of agriscience. The knowledge and skills gained in this course will provide students with a broad understanding of the agriculture industry in the 21st century. Some areas covered include introductions to natural resource management, integrated pest management, plant science, animal science, crop science, food science, horticulture, agricultural mechanics, technology in agriculture, and communications and management related to agriculture. Hands-on activities will accompany most units.

Prerequisite: None

4078 SMALL ANIMAL SCIENCE AND CARE

Credit 1.0

The Small Animal Science and Care course is structured to provide students with the ability to care for and manage cats, dogs, gerbils, guinea pigs, rats, mice, reptiles and amphibians. In doing so, student will participate in "hands-on" learning, problem-solving, and teamwork activities. The students will acquire skills and knowledge of all species in topics of breed identification, selection, nutrition, housing, reproduction, genetics and animal health. Students will also spend a large amount of time examining common veterinarian practices of small animals, discussing causes, diagnoses, treatments and preventions of health problems

Prerequisite: Successful completion of Biology and/or Agricultural Science

4079 PLANT AND SOIL SCIENCE

Credit 1.0

The Plant and Soil Science course is structured to provide its students with "hands-on" learning, problem-solving, and teamwork activities. The students will acquire skills and knowledge in topics of plant growing structures and their management, growing media, plant propagation, environmental factors, water, nutrients, floral design, and pest management. Students will spend time identifying trees, plants flowers, and shrubs. Students will have the opportunity to use landscaping tools to design, install, and maintain a landscape in and around the school campus and learn about the impact of invasive species. This course will include information on soil science and crop production and will include growing plants using the classroom hydroponics system. Students will study soil formation, pH, fertility, fertilizers, soil conversation and land use.

Prerequisite: Successful completion of Biology and/or Agricultural Science

4075 LARGE ANIMAL SCIENCE AND PRODUCTION

Credit 1.0

The Large Animal Science and Production course, offered at Oxford Area High School, is structured to provide students with the basic management and background information needed to care for and manage livestock such as beef cattle, dairy cows, sheep, goats, horses, pigs, and poultry. In doing so, students will participate in "hands-on" learning, problem-solving, and teamwork activities. The students will acquire skills and knowledge of all species in topics of breed identification, selection, nutrition, housing, reproduction, genetics, and animal health. Students will also examine producer and consumer trends, marketing, and consumer concerns for all large animal products.

Prerequisite: successful completion of Agricultural Science or Biology. It is recommended to complete in sequence after taking Small Animal Science.

4076 FFA LEADERSHIP/SUPERVISED AG EXPERIENCE

Credit 1.0

This course emphasizes development of leadership qualities, communication skills, and personal growth through FFA leadership activities, community service, competitive events, and conferences at the local, state, and national level. Preparation of applications for various awards and degrees will also be covered. Students taking this course will be actively involved with FFA at the local, state, and national levels. Students will make a selection for a Supervised Ag Experience (SAE) program and begin the required record keeping for the individual program SAE involves receipt and expense records, labor records, project goal setting, project analysis, and budgeting. SAE projects may be one of the following types :production, on farm or off farm work experience, wildlife, research, improvement, or practical skills.

Prerequisite: successful completion of Agricultural Science and 2 of the following: Small Animal Science, Plant and Soil Science, or Large Animal Science

WORLD LANGUAGES COURSES

The World Languages Department provides students with instruction in speaking, listening, reading and writing skills, as well as cultural insights necessary to be productive members of a global society. Students study a language of their choosing, and develop skills that prepare them for their post-high school experiences. Courses are anchored in the National World Language Standards.

Correlations have been found between the study of World Languages and student achievement. A few of them are listed below:

- Provides insight into one's own language and culture by comparison.
- Strengthens grammar and vocabulary in one's own language.
- Provides an advantage when applying for employment.

Students are encouraged to study the same language for four years and to study a second world language whenever possible.

5000 FRENCH I

Credit: 1.0

This introduction to the French language includes practice of the skills of speaking, listening, reading and writing. Class activities include conversation, reading, language usage, and vocabulary practice. Students will be introduced to French culture.

Prerequisite: None

5010 FRENCH II

Credit: 1.0

French II is a continuation of French I with the emphasis again on speaking, listening, reading and writing skills. French culture will be studied and discussed. Students should expect to use French in a more creative way to express themselves in this level.

Prerequisite: A final grade of 70% or better in French I, or teacher recommendation.

5020 FRENCH III

Credit: 1.0

French II activities are continued with more time devoted to reading and writing skills than in the previous two levels. Students will practice composition and writing skills. Special projects will also be assigned.

Prerequisite: A final grade of 70% or better in French II, or teacher recommendation.

5030 FRENCH IV

Credit: 1.0

Structure and vocabulary studied in levels one through three will be reviewed with additional in-depth study of the subjunctive and all verb tenses. Greater emphasis is placed on reading independently and practice of composition writing. One complete literary work will be read and studied. Selected short stories and poetry will be read, analyzed and discussed.

Prerequisite: A final grade of 70% or better in French III, or teacher recommendation.

5040 LATIN I

Credit: 1.0

The student will practice elementary writing techniques in Latin and basic spoken phrases. Forms, vocabulary, literature, syntax, and culture are taught.

Prerequisite: None

5050 LATIN II

Credit: 1.0

The student will advance in grammatical, stylistic, compositional, and syntactical studies. Students will work with original Latin writings.

Prerequisite: A final grade of 70% or better in Latin I, or teacher recommendation.

5060 LATIN III

Credit: 1.0

This course will focus on the study of higher order syntax and grammar, diverse works or original Roman and Medieval authorship. The student will also continue work with speaking and writing in Latin.

Prerequisite: A final grade of 70% or better in Latin II, or teacher recommendation.

5070 LATIN IV**Credit: 1.0**

The emphasis of this course is on Golden Age poetry, particularly the poetry of Catullus, Ovid, and Horace. Students are expected to translate accurately from Latin into English the poetry or prose they are reading and to demonstrate a grasp of grammatical structures and vocabulary. Students will also be expected to apply secondary literature to the reading. Emphasis will be placed on the literary techniques, as well as the cultural, social, and political context of the literature.

Prerequisite: A final grade of 70% or better in Latin III, or teacher recommendation.

5080 SPANISH I**Credit: 1.0**

This introduction to the Spanish language includes practice of the skills of speaking, listening, reading and writing. Students will practice basic elementary writing and speaking in Spanish on topics such as (but not limited to) colors, numbers, dates, schedules, birthdays, free time activities, school vocabulary and families. Class activities include conversation, reading, language usage, and vocabulary. Students will be introduced to Spanish and Latin American culture. Spanish will be used in the classroom and students are expected to communicate with peers and instructor in Spanish as much as possible using terms and expressions taught during the first year of study.

Prerequisite: None

5090 SPANISH II**Credit: 1.0**

Spanish II is a continuation of Spanish I with the emphasis again on speaking, listening, reading and writing skills. In the second level there is more emphasis placed on spoken conversation in Spanish and more complex grammar structures. Vocabulary and grammatical structures include a complete review of the present tense and irregular verbs, an introduction to the past tense, as well as (but not limited to) free-time activities, sports, weather forecast, places in the city, daily routine, and parts of the house. Students will continue to study Spanish and Latin American culture. Spanish will be used in the classroom and students are expected to communicate with peers and instructor in Spanish as much as possible using terms and expressions taught during the first and second years of study.

Prerequisite: A final grade of 70% or better in Spanish I, or teacher recommendation.

5100 SPANISH III**Credit: 1.0**

Spanish II activities are continued with more time devoted to reading and writing skills than in the previous two levels. Students will begin to use the two past tenses and compare the two accordingly, as well as a review of a variety of other grammatical concepts from Spanish I and II. Some topics discussed are air travel, art, food, means of communication, exercise and dieting. Students will practice composition, writing skills and special projects will be assigned. Goals for this course include the aptitude to comprehend formal and informal spoken Spanish, the acquisition of vocabulary to allow students to be able to read and comprehend authentic texts, the ability to write with a degree of accuracy and fluency, to gain an understanding and appreciation of the Spanish speaking culture, and for students to be able to express ideas orally with a degree of accuracy and fluency.

Prerequisite: A final grade of 75% or better in Spanish II, or teacher recommendation.

5110 SPANISH IV**Credit: 1.0**

In this course there will be a stronger emphasis placed on conversation, vocabulary and correct usage of the language. Correct pronunciation and oral proficiency are primary goals. The classroom experience will provide an appreciation and development of cultural awareness through various readings, media resources and authentic materials. Structure and vocabulary studied in levels one through three will be reviewed with additional in-depth study of the subjunctive, compound and indicative verb tenses. Students will be communicating solely in the target language, and there will be an increased focus on listening and reading comprehension skills, as well as independent reading and practice of composition writing. One complete literary work will be read and studied. Selected short stories and poetry will also be read, analyzed and discussed. Summer homework required for this course.

Prerequisite: A final grade of 80% or better in Spanish III, or teacher recommendation.

5115 SPANISH V

Credit: 1.0

Spanish V will concentrate on the finer aspects of advanced Spanish grammar, fine-tuning what has been learned in Spanish I-IV. This course will focus mainly on Spanish literature and represent various historical periods, literary movements and genres, as well as geography and population groups within the Spanish-speaking world. The objective of this course is to help students understand and analyze literature in the target language through speaking, reading and writing. Summer homework required for this course.

Prerequisite: A final grade of 80% or better in Spanish IV, or teacher recommendation

ART COURSES

Suggested Sequence: Art I, Art II 2-D or Art II 3-D, Art III 2-D or Art III 3-D, then Independent Study and, or Portfolio Prep/AP Studio. This is a four-year program and each student must finish Art Year I courses before moving on to Art Year II courses and so on. Students must take both art II courses to be able to advance to Art III.

5231 ART I

Credit 0.5

This semester course offers a basic introduction to art and techniques. Students will get a basic introduction to drawing through pencil, colored pencil, pen and ink, oil pastels, and paint techniques. Students will also be introduced to 3-Dimensional processes using sculpture and ceramic mediums. Students will receive an introduction to art history by researching different artists. Students will learn art vocabulary and be able to design compositions. This course should not be repeated as a semester course.

Prerequisite: None

5232 ART II 2-D DRAWING AND PAINTING

Credit: 0.5

A semester course designed to build on 2-D skills learned in art Year I. Students will learn and understand composition, shading, and 2-D design through various media. Students will learn how to create finished, mounted pieces that will be displayed, and begin to develop their own artistic voices. Media used will include, and not limit to: graphite, charcoal, oil pastel, watercolor, and acrylic paint.

Prerequisite: Successful completion of Art I

5233 ART II 3-D SCULPTURE AND CERAMICS

Credit: 0.5

A semester course designed for further exploration in 3-D sculpture and ceramics. Students will work with a variety of media including clay, plaster, wire, and other materials. Students will learn how to create finished sets of pieces that build on previous exploration. Students will continue to develop their artistic voice and work with teacher independently to hone specific skills in 3-D design concepts.

Prerequisite: Successful completion of Art I

5234 ART III 2-D and 3-D

Credit: 0.5

An advanced semester course designed to encourage personal growth and mastery in 2-D or 3-D concepts. Students will develop individual personal style and subject choices in a variety of media. Culmination of arts year I and II will develop scale and depth and technical expertise. Students will be expected to maintain a sketchbook and complete outside assignments while developing a portfolio with a cohesive body of work.

Prerequisite: A final grade of 80% in Art II, 2-D and 3-D

5266 AP ART STUDIO

Credit: 1.0

A full year course for the college bound student that may or may not want to commit to the AP portfolio and wishes to build their art portfolio for college submission. Students will have the opportunity to choose whether or not they wish to take the AP Exam. AP Students will have a more focused curriculum based on the AP Exam portfolio requirements for either Drawing, 2-D or 3-D portfolios. Portfolio Prep students will be able to focus more on requirements for individual college portfolio submissions. Each program will follow a set curriculum developed by the teacher.

Prerequisite: Teacher recommendation where students have followed the sequence: Art I, Art II, and Art III

5260 INDEPENDENT STUDY ART

Credit: 0.5

A semester course designed for the student who sets their own artistic goals to further explore the media of their choice. This student must be motivated and be able to manage their time wisely. It is suggested that the student taking the AP Exam have at least one semester of Independent Studies along with the AP Studio course. This course may be repeated for credit.

Prerequisite: Parent permission and staff approval required. Written project design must be submitted by the last day of the current school year.

Prerequisite: Must be enrolled in AP Art and /or teacher approval.

MUSIC COURSES

In the Oxford Area High School Music Department, we believe that music is innate and an essential part of every child's education. Music impacts the school and community in an ever-present, positive, and powerful way. Music study helps students to develop into collaborative workers, critical thinkers, and productive individuals. At OAHS, we offer both performance and non-performance-based courses to provide a musical opportunity for all students.

5300 HISTORY OF AMERICAN MUSIC

Credit 0.5

The course is designed for the student who is interested in learning more about music but is not interested in performing. Students will analyze the foundations of music in America and understand how early music begins to influence the popular music we hear today. Throughout the course, students will hear selections from, and learn about, American Folk Music, Jazz, Broadway, Rock and Roll, Pop and Hip Hop. Students taking this course should be interested in music, but do not need to have any musical background to be successful.

Prerequisite: None

5310 MUSIC THEORY I

Credit: 1.0

This is a foundation course for students interested in the advanced study of music. Students will develop mastery in the elements of music construction and ear training. Students will demonstrate the ability to analyze written music in terms of key, chords, non-harmonic tones, and basic forms. Students will compose their own original music using concepts learned in class. Style, form, and the role of music in the world are also addressed. A basic understanding of music reading is preferred, but not required.

Prerequisite: Students must be approved by the 8th grade or high school music teachers.

5315 GUITAR

Credit: 0.5

This course is designed for students with little to no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar at a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, rhythmic patterns, chord study, finger-picking styles, musical forms, improvisation, and performing experiences. Guitars are provided, but students may also use their own guitars.

Prerequisite: None

5317 ADVANCED GUITAR

Credit: 0.5

This course is a continuation of Guitar. Students will continue to work on the basics of guitar playing, note reading and music theory study. Students who have already taken this course will continue study of the guitar in an independent setting. The Advanced Guitar course also acts as the OAHS Guitar Ensemble and will perform in our Holiday and Spring Instrumental Concerts. Due to the nature of the coursework that provides opportunities for individual student growth, students are able to request and take this course more than one time.

Prerequisite: A final grade of 80% or better in Guitar.

5320 PIANO

Credit: 0.5

This class is designed for the student who has an interest in learning how to read music and develop keyboard techniques. A variety of music literature from popular to classical will be studied. Practice pianos are available for daily school use. Observations are done on a daily basis during lesson and practice periods.

Prerequisite: None

5326 ADVANCED PIANO**Credit:** 0.5

This class is designed for any student who has completed Piano I. Students will continue learning basic piano skills learned in the Piano I course. Students will playing duets and trios with partners as well as create musical compositions. Practice pianos are available for daily school use. Due to the nature of the coursework that provides opportunities for individual student growth, students are able to request and take this course more than one time.

Prerequisite: A final grade of 80% or better in Piano

5350 CONCERT CHOIR**Credit:** 1.0

The Concert Choir is a large performing group that sings a wide range of musical selections from classical works to popular pieces. Students will explore basic music theory and history while gaining valuable music reading skills. Students in this class are required to participate in performances both during and outside of the school day. Due to the nature of the coursework that provides opportunities for individual student growth, students are able to request and take this course more than one time.

Special Requirements: All performances are mandatory unless stated otherwise by the director.

Prerequisite: None

5360 CONCERT BAND AND MARCHING BAND**Credit:** 1.0

This course will provide a large ensemble setting for students who wish to continue to develop both their own instrumental skill, and that of an ensemble member interested in participating in both the Concert Band and Marching Band. Classroom activities are designed to further develop the musical concepts of tone production, technical skills, music reading skills, intonation, musicality, and musical analysis. The study of various styles of concert band music is emphasized through rehearsal and performance. Students will also be members of the OAHS Marching Hornets and perform at all home and away football games, and parades. Concert performances will occur at the annual holiday and spring concerts, and other special events throughout the year. Due to the nature of the coursework that provides opportunities for individual student growth, students are able to request and take this course more than one time. All students should sign up for this course unless they were selected for the Symphonic Band.

Prerequisite: Membership in the 8th grade band, membership in the OAHS Concert/Symphonic bands and/or teacher approval.

Special Requirements: Attendance is required at summer band camp from August 4th – August 8th , 8:00 am -4:30 pm. Attendance is required at all Monday and Thursday rehearsals from 6:00 pm – 8:00 pm (ending at Halloween).

Special Requirements: All performances are mandatory unless stated otherwise by the director.

5366 SYMPHONIC BAND AND MARCHING BAND**Credit** 1.0

This course will provide a large ensemble setting for students who wish to continue to develop both their own instrumental skill, and that of an ensemble member interested in participating in both the Symphonic Band and Marching Band. Classroom activities are designed to further develop the musical concepts of tone production, technical skills, music reading skills, intonation, musicality, and musical analysis, through the performance of varied repertoire. The ensemble members will be devoted to learning the extensive literature written for wind band. The study of various styles of symphonic band music is emphasized through rehearsal and performance. Students will also be members of the OAHS Marching Hornets and perform at all home and away football games, and parades. Concert performances will occur at the annual holiday and spring concerts, and other special events throughout the year. Due to the nature of the coursework that provides opportunities for individual student growth, students are able to request and take this course more than one time.

Prerequisite: This ensemble is by audition only.

Special Requirements: Attendance is required at summer band camp from August 4th – August 8th , 8:00 am - 4:30 pm. Attendance is required at all Monday and Thursday rehearsals from 6:00 pm – 8:00 pm (ending at Halloween).

Special Requirements: All performances are mandatory unless stated otherwise by the director.

5368 STRING ORCHESTRA

Credit 1.0

This string instrument course is designed for students with previous experience playing violin, viola, cello, or string bass. This class provides an opportunity for students to develop their technical skills, musicianship, and ensemble performance abilities in a collaborative setting. The course focuses on a variety of musical genres, including classical, contemporary, and pop arrangements, with an emphasis on building strong foundations in music theory, sight-reading, and performance techniques. Due to the nature of the coursework that provides opportunities for individual student growth, students are able to request and take this course more than one time.

Prerequisites: Previous experience on a string instrument (violin, viola, cello, or bass) is required. If you were not a member of the Penn's Grove Orchestra, audition is required.

Special Requirements: All performances are mandatory unless stated otherwise by the director.

BUSINESS COMPUTER INFORMATION TECHNOLOGY COURSES

Business Education and Information Technology courses are designed to prepare students to succeed in a global, technology-driven environment. Courses focus upon business strategies and computer applications to assist students with future coursework and employment tasks. Students practice key strategies for decision making in personal finance, small business, and the corporate workforce. Accurate and efficient use of Word Processing, Spreadsheet Analysis, Database, Presentation, and Publication software helps students best use the information they collect, and communicate effectively. Projects in all courses explore real-world business scenarios and simulate work-place activities.

6003 TCB (TAKING CARE OF BUSINESS)

Credit 0.25

Taking Care of Business: T.C.B. is an introductory course to show students concepts in financial literacy, career exploration, and digital citizenship. The class aims to help students begin to think about the transition from the classroom into the world of work after high school.

Prerequisite: None

6018 ADVANCED COMPUTER APPLICATIONS

Credit 0.5

Students apply advanced word processing, spreadsheet analysis, presentation aid creation. Techniques extend beyond those covered in Personal Computer Applications to include items such as stored business sets, data merges, dynamic web integration, data tables, amortization schedules, queries, filters, pivot tables, lookups, and other sophisticated treatments. Students enrolled in this course will take the industry recognized Microsoft Office Specialists certification exams (MOS) to obtain Microsoft Certification for Microsoft Word, Microsoft Excel, and Microsoft PowerPoint.

Special note: This course provides an industry-recognized credential (IRC) under Act 158.

Prerequisites: None

6020 WEB DESIGN

Credit 0.5

In this course, students will dive into the world of web development, learning to craft dynamic web pages by harnessing the power of Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Through hands-on practice, students will gain proficiency in structuring web pages, leveraging the box model for layout, and exploring various HTML elements such as text formatting, bulleted lists, hyperlinks, and image integration.

Prerequisite: None

6040 ACCOUNTING I

Credit 1.0

Accounting is the language of business; the process of recording, analyzing, interpreting, and reporting financial information used by managers and owners of businesses. A knowledge of accounting is a crucial component of the academic background for any student interested in pursuing a college major in business, as well as for those who will choose entrepreneurial ventures and small business ownership. This is a hands-on, automated course using accounting software. The fundamentals developed are necessary for

advanced study. Students will complete a 4th marking period project (an accounting simulation completed manually), which is mandatory.

Prerequisite: Successful completion of Algebra I

6050 ADVANCED ACCOUNTING

Credit 1.0

Accounting is considered to be a key course for virtually every business degree. This advanced, automated, course reinforces the basic principles, procedures and terminology learned in Accounting I. Students will learn to apply accounting knowledge in greater depth. Students will prepare for future college courses, as well as entry-level accounting jobs.

Prerequisite: A final grade of 80% or better in Accounting I.

6055 INTRO TO BUSINESS

Credit 0.5

Introduction to Business is a overview of the world of business, focusing on basic economic principles, economic cycles and their impact on the U.S. economy, the components and functions of business, entrepreneurship and small business ownership, marketing, and the relationship between businesses and consumers. This course will serve as a stepping stone to higher-level business classes such as Economics, Entrepreneurship and Business Law & Management.

Prerequisite: None

6065 ECONOMICS

Credit 0.5

This course provides an overview of microeconomics and macroeconomic issues and an understanding of the economic choices that individuals, organizations, and governments face. It also introduces the concept of scarcity and the working process of a market economic system. Topics such as decision-making, demand-and-supply and market interaction, money and banking, business cycles, and monetary and fiscal policy will be discussed.

Prerequisite: None

6075 BUSINESS LAW AND MANAGEMENT

Credit 0.5

Business Law and Management is tailored to give students an overview of conventional management practices and provide a foundational understanding of common business laws, as well as the basis of contract law. Students will learn how managers use the decision-making process and decision-making techniques in relation to personnel and staffing concerns. Students will also learn about the fundamentals of contract law as well as an overview of laws governing the operations of businesses today.

Prerequisite: None

6090 ENTREPRENEURSHIP

Credit .5

Entrepreneurship is designed for students who have the desire to start their own business. It addresses all facets of the business start-up process. Students will put theory into action by creating a comprehensive business plan. Topics include recognizing opportunity, economics, marketing, site selection, finance, management, legal and regulatory issues.

Prerequisite: Successful completion of Algebra I, and Personal Computer Apps

6115SEM FINANCIAL FITNESS

Credit 0.5

This course empowers students to achieve financial independence after high school. It covers essential topics like job search, interviews, career exploration, post-high school education or training, banking, budgeting, credit management, taxes, housing, insurance, and more, fostering lifelong financial decision-making skills.

Prerequisite: Must be taken in 11th grade

6096, 6097, 6098 WORKPLACE EXPERIENCE

Credits from 1.0-3.0

This course offers students real-world experiences either in school or within the community, enriching their education and preparing them for success after high school. Throughout the course, students gain essential skills and attitudes, including interpersonal communication, time management, problem-solving, collaboration, leadership, and team building. To participate in the Workplace Experience Program, students must hold a local job or be selected as an in-school intern in various departments such as the Library, Technology Department, Athletics Office, or as an English Learner Aide.

In-school internships descriptions:

1. **Tech Department Internship:** Students will assist the tech team in troubleshooting technical issues, maintaining equipment, and supporting teachers and staff with technology-related needs.
2. **Library Internship:** Interns will work in the school library, helping with cataloging, organizing resources, overseeing the podcast room, website management, and assisting students and teachers with research and literacy initiatives.
3. **Athletics Internship:** Students interested in sports and fitness will have the opportunity to support the athletics department in overseeing events, managing equipment, and assisting coaches, as well as the Athletic Director.
4. **English Learners Support Internship:** Students will work closely with English learners, providing one-on-one or group assistance to help them improve their language skills and adapt to the school environment.
5. **Peer Buddies Internship** is an inclusive educational internship where regular education students partner with students in special education programs, such as those in Life Skills classes, to promote social interaction, skill-building, and mutual understanding. The Life Skills program typically supports students with disabilities in developing practical life skills and fostering independence.
6. **Athletic Training Intern:** Students will support the athletic trainer in preparing student-athletes for after-school sports activities. Additionally, those interested may choose to stay and assist during games, providing an opportunity to gain firsthand experience and insight into the responsibilities and expectations of this profession. Students selected for this internship will have the opportunity to intern under the school's athletic trainer. *Interns must sign a Penn Medicine HIPAA form prior to participation.*

Prerequisite: This program is for seniors only. Verification of employment is required for program admission. This includes a signed employment contract prior to adding the program to student's schedule, along with bi-weekly pay stub submissions (starting in September) to confirm ongoing employment throughout the school year.

6150 ENTREPRENEURSHIP: ENTREX LAB - UNIVERSITY OF DELAWARE – DUAL ENROLLMENT

Credit: 1.0

University of Delaware's - Horn Entrepreneurship EntreX Lab program is designed to equip high school students with the tools they need to thrive amidst rapid change. By cultivating agile thinking and developing creative problem-solving skills, students are empowered to tackle real-world challenges within their classrooms and communities. Course topics include entrepreneurship, sustainable design, and leadership, with the opportunity for students to earn college credit at significantly discounted tuition rates. Students in this immersive, hands-on course will demonstrate their ability to succeed in university-level coursework while honing essential workforce skills such as collaboration, persuasive communication, and creative problem-solving. Provides the opportunity to earn 3 transferable credits at the University of Delaware. For the opportunity to earn University of Delaware credits, OAHS students must go through the university application process and pay \$95. OAHS students have the option to take the course without earning dual enrollment credits. This course will be weighted as an AP/dual enrollment course.

Prerequisites: Open to 11th and 12th grade students who have a minimum 3.0 GPA.

TECHNOLOGY EDUCATION COURSES

The Technology Education Department offers a variety of classes, designed to meet the Pennsylvania Technology Standards and the needs of all students. Classroom instruction is focused on enabling students to study, manipulate, research, and develop projects using a multitude of materials and processes. In grading, particular attention is paid to the display of learned skills utilized in project work. Safe work habits, career awareness, and the practical application of current technologies are emphasized at all levels.

VISUAL COMMUNICATIONS TECHNOLOGIES

6260 GRAPHIC DESIGN

Credit: 0.5

In this immersive, project-driven course, students will embark on a creative journey to explore the fundamental visual elements and principles crucial to the world of graphic design. Through hands-on experiences, participants will grasp the building blocks of compelling visual communication. Using industry-standard Adobe digital design software, students will actively engage in a range of graphic design projects, putting theory into practice.

Prerequisite: None

6286 INTRO TO DIGITAL MOVIEMAKING

Credit: 0.5

This course will introduce students to the basics of TV/video production, filmmaking and online content creation. Most of the course will be spent learning how to use video equipment to effectively communicate through strategic camera angles. Students will learn and use Adobe Premiere computer digital editing software as well as Photoshop. Students will work in teams using a digital video camera to complete a variety of video assignments (public service announcements, music videos, commercials, short films, etc.). Successful completion of this course with a 75% or better will be required to advance to the second level course.

Prerequisite: None

6291 DIGITAL MOVIEMAKING 2: NARRATIVE FILM AND THE NEWS

Credit: 0.5

This course will have students continue learning about TV/video production, filmmaking and online content creation. Much of the course will be spent continuing the use of Adobe Premiere and Photoshop, as well as learning additional techniques including lighting and special effects. Students will learn different audio recording techniques, specifically different types of external microphones, and their importance in both interviews and films. Students will work in teams using digital video cameras to complete a variety of video production assignments. Additionally, students in this class will be able to produce special video assignments required for the school district for extra credit. Each student will be expected to produce five professional level edited projects that make use of Adobe Creative Suite and other editing applications for a student video portfolio.

Prerequisite: A final grade of 75% or better in Digital Moviemaking I

6297 DIGITAL MOVIEMAKING 3: LIVE-STREAMING

Credit: 0.5

This semester course will have students focusing on larger scale video projects, concentrating on writing and producing news video packages, short films and documentaries and learning how to use video drone technology. Students will be introduced to the use of audio and video mixers and other equipment used in the studio broadcast and control rooms. Students will work in teams using a digital video camera to complete a variety of video assignments. The class will be expected to write and produce at least two half hour shows as part of a team that can be featured on our school channel 4 morning show and channel 68 network. Students will be encouraged to produce segments for entry in various contests and scholarship opportunities. Each student will be encouraged to

produce a minimum of three final edited projects that total to a minimum of 15 minutes. Students will be introduced to Adobe After Effects. Some time will be spent on chroma key work, lighting techniques, and computer animation.

Prerequisite: A final grade of 75% or better in Intro to Digital Moviemaking

6298 DIGITAL MOVIE MAKING 4: DIRECTING AND PRODUCTION

Credit: 0.5

This course will challenge students to use all of their previous course knowledge to write and produce broadcast quality video packages for television and online streaming. This course will focus on full-length productions that are scripted for focused content. Feature pieces focusing on the high school, district, and greater Oxford community will be produced. All students will produce the programs for distribution using traditional means via television broadcast as well as streaming video distribution. Student video portfolio packages for college entrance will also be a compulsory component of this course.

Prerequisites: A final grade of 80% or better in Digital Moviemaking III

1130 INTRODUCTION TO JOURNALISM

Credit: 0.5

This course is designed to introduce students to the basic elements of journalism, media, and online content creation. It is intended for students who may want to pursue a career in journalism or other communications areas. The course will be writing intensive as well as include components of TV/video technology. Students will write news stories, feature/human interest stories, movie/game/music reviews, opinion pieces and sports coverages. Finished products may be published in the digital school newspaper (<http://oxfordareanews.wordpress.com>) or other venues. Students will also write, record and edit video news packages. This course may be repeated for credit with teacher approval.

Prerequisite: Successful completion of English 9 and a final grade of 80% or better in the previous year's English class.

6283 MULTIMEDIA EXPLORATION

Credit: 0.5

Students will learn the fundamentals of Art History and the role it plays in the graphic arts and multimedia industries. This program explores changes in Print Design, Web Design, Package Design, Video Production, Corporate Branding and more. Taking a concept from sketch to finished product in varying forms of media will be explored using state of the art visual imaging workstations.

Prerequisite: None

6315 PRODUCT DESIGN

Credit: 0.5

This hands-on, project-based course is intended to introduce students to the world of creating new products. This class is an exploration of the thinking processes, problem solving strategies, and making skills used by designers toward creating new and innovative products. The course includes elements of Technical Drawing, Computer Aided Design, the Engineering Design Process, Universal Design, Teamwork, 3D modeling skills and Presentation skills. Students will work on a variety of projects, software and presentations.

Prerequisite: None

6278 SPORTS BROADCASTING

Credit: 0.5

This is a hands-on course designed to place students into the roles of sports broadcasters, both in front of and behind the camera. Students will learn on-air techniques of play-by-play commentary, color commentary, interviewing, as well as technical skills such as videography, live streaming, editing, graphic design, photography, social media and more. Students will gain real-life sports broadcasting experience by promoting and reporting on Oxford athletic teams. Creation of sports news packages, interviews, and highlight reels spotlighting Oxford athletes and coaches will be an essential part of the learning experience.

Prerequisite: None

PROJECT LEAD THE WAY - ENGINEERING

Project Lead The Way (PLTW) Engineering is more than just another engineering course sequence. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not getting the "right" answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation.

PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

6330PLTW INTRODUCTION TO ENGINEERING DESIGN

Credit: 1.0

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work. This is a four-year program. Students must begin in 9th grade.

Prerequisite: 85% or higher in Algebra I and in current science course.

6340PLTW PRINCIPLES OF ENGINEERING DESIGN

Credit: 1.0

Through problems that engage and challenge, students will explore a broad range of engineering topics, including, mechanisms, the strength of structures and materials, and automation. Students will develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation

Prerequisite: Successful completion of PLTW Introduction to Engineering Design

6350PLTW AEROSPACE ENGINEERING

Credit: 1.0

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Prerequisite: Successful completion of PLTW Principle to Engineering Design; offered alternating years with Civil Engineering and Architecture

6360PLTW CIVIL ENGINEERING AND ARCHITECTURE

Credit 1.0

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

Prerequisite: Successful completion of PLTW Aerospace Engineering; offered alternating years with Aerospace Engineering

6388PLTW PROJECT LEAD THE WAY CAPSTONE ENG

Grade Level: 12

Credit: 0.5 (may be repeated)

Through an independent study format, PLTW Capstone gives students the opportunity to exercise the skills developed in not only their PLTW classes, but other classes, as well as their personal experiences. Students may work individually or in a team to identify and solve a problem of their own design or interest. Students will complete research, design and test a prototype or model of a solution, evaluate the results, and analyze data—documenting each step along the way. Students will report on and present their solution at the end of the course.

Prerequisite: Completion of at least two other PLTW Engineering courses and teacher recommendation

PROJECT LEAD THE WAY – COMPUTER SCIENCE

At a time when computer science affects how we work and live, PLTW Computer Science empowers students in grades 9-12 to become creators, instead of merely consumers, of the technology all around them.

The program's interdisciplinary courses engage students in compelling, real-world challenges. As students work together to design solutions, they learn computational thinking – not just how to code – and become better thinkers and communicators. Students take from the courses in-demand knowledge and skills they will use in high school and for the rest of their lives, on any career path they take.

6365S_PLTW COMPUTER SCIENCE ESSENTIALS (PLTW) SEMESTER

Grade Level: 9-12

Credit: 0.5

In this course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites and learn how to make computers work together to put their designs into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

Prerequisite: Algebra 1 at least concurrently

6365PLTW COMPUTER SCIENCE ESSENTIALS (PLTW)

Grade Level: 10-12

Credit: 1.0

In this course, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their designs into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. This full year version of the course explores concepts at greater depth and includes a culminating project.

Prerequisite: Successful completion of Algebra 1

6375PLTW AP COMPUTER SCIENCE PRINCIPLES (PLTW)

Grade Level: 10-12

Credit: 1.0

Using Python® as a primary tool, students learn the fundamentals of coding, data processing, data security, and task automation, while learning to contribute to an inclusive, safe, and ethical computing culture. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation.

Prerequisite: Successful Completion of Algebra 1 and Geometry

6385PLTW AP COMPUTER SCIENCE A (PLTW)

Grade Level: 10-12

Credit: 1.0

Throughout this course experience, students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Prerequisite: Successful completion of Algebra 2

6390PLTW CYBERSECURITY (PLTW)

Grade Level: 10-12

Credit 1.0

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

Prerequisite: Successful completion of Algebra 1 and Geometry

6398PLTW PROJECT LEAD THE WAY CAPSTONE CS

Grade level: 12

Credit: 0.5 (may be repeated)

Through an independent study format, PLTW Capstone gives students the opportunity to exercise the skills developed in not only their PLTW classes, but other classes, as well as their personal experiences. Students may work individually or in a team to identify and solve a problem of their own design or interest. Students will complete research, design and test a prototype or model of a solution, evaluate the results, and analyze data—documenting each step along the way. Students will report on and present their solution at the end of the course.

Prerequisite: Completion of at least two other PLTW Computer Science courses and teacher recommendation

Any 1.0 credit course in Computer Science may be completed to fulfill the graduation requirement as the fourth Math/Science credit.

FAMILY AND CONSUMER SCIENCE COURSES

The Family and Consumer Science Department offers a variety of life skills courses that prepare students for the future and life as independent adults. Students may elect to take any of the following courses in foods and nutrition, clothing construction, childcare, interior design, consumerism, and life skills education.

6360 FOODS I

Credit: 0.5

This beginning foods class provides a foundation of nutritional information and basic food preparation techniques. Students learn fundamental concepts of nutrition needed to select foods to promote good health. Students will develop skills to measure properly, follow recipe directions, and use equipment safely through kitchen lab experiences. Information on basic cooking methods will give students the background they need to prepare a wide variety of foods.

Prerequisite: None

6370 FOODS II

Credit: 0.5

This second-level course will continue to develop the student's culinary skills with more advanced food preparations. Students will learn about selecting, storing, preparing and serving foods while preserving food nutrients, flavor, texture and colors.

Prerequisite: A final grade of 70% or higher in Foods I.

6380 FOODS III

Credit: 0.5

A variety of labs and activities are designed to illustrate the practical application of food science in the world we live. Students will learn about food additives in our food supply, food safety and marketing of a food product. This will culminate in a cookie contest where they will plan and prepare a nutritious cookie to be evaluated by a panel of judges. Students will explore how our food choices are influenced by our culture. Foreign countries will be researched, and students will describe the food customs, understanding how climate, geography and culture influence the foods of a region.

Prerequisite: A final grade of 70% or higher in Foods II.

6410 CHILD CARE I AND DEVELOPMENT

Credit: 0.5

This course is designed to help students understand and develop skills in the area of parenting. Students will study the importance of prenatal care, development of the unborn child, childbirth and developmental stages of the child through school age. Students will be responsible for taking care of an "infant" by practicing their parenting skills using the mechanical baby simulator.

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION COURSES

Health and Physical Education courses at the high school level are designed to be culminating experiences of all of the fundamental skills and basic knowledge of health, wellness, and physical activity acquired in the previous grades. The goal of the high school program is to expose the student to a large number of physical activities and lifestyle-enhancing information so that students may establish the healthiest life possible. Students will have the opportunity to choose courses that delve more deeply into areas of personal interest.

7000 HEALTH EDUCATION

Credit: 0.5

This course will provide students with information on how they can take responsibility for their own health by practicing good health choices and make informed decisions. Emphasis is placed in areas of nutrition, fitness, communicable diseases, addiction, mental health, decision-making, and growth and development. Curriculum is based on the PDE standards.

Prerequisite: None

7010 LIFETIME FITNESS

Credit: 0.5

This course will introduce students to a variety of activities that can be pursued beyond high school and contribute to lifelong fitness. Activities may include: team sports, developing fitness programs, tennis, and other lifetime fitness sports. Introduction to components of fitness and cardiovascular topics will be covered.

Prerequisite: None

7065 WELLNESS WALKING

Credit: 0.5

This course runs for one semester. This is an introductory course on walking basics with emphasis placed on general walking terminology, logging and/or journaling, health-related components, and injury prevention and care. Walking techniques, mileage, pacing, stretching, walking safety, and goal setting will be stressed in this course. Walking for Fitness will give the students the opportunity to improve cardiovascular fitness, muscular endurance, flexibility, and enhance weight control.

Prerequisites: Freshman ONLY class; may be taken in place of Lifetime Fitness

7020 PHYSICAL EDUCATION

Credit: 0.5

This course will allow students to participate in a variety of individual and team sports. The President's Challenge Physical Fitness Test may be administered in class. Skill and health components will be emphasized. Improvement of fitness levels and sport performance will be gained through cardiovascular conditioning and muscular strength activities.

Prerequisite: Successful completion of Lifetime Fitness or other physical education course.

7030 CONTROLLING STRESS AND TENSION

Credit: 0.5

This course is designed to help students learn techniques to manage stress and tension. A basic understanding of stress, the effects of chronic stress on health, risk factors and sources of stress, and how to manage stress in daily life will be covered. Techniques for relaxation will include: progressive relaxation, deep breathing exercises, meditation, yoga, and low-impact group aerobic activities.

Prerequisite: Successful completion of Lifetime Fitness.

7060 ATHLETIC CONDITIONING

Credit: 0.5

This course is designed to provide students with the opportunity to enhance personal fitness levels as well as create their own fitness program. The course will focus on the health and skill related components of fitness, as well as applying the exercise training principles to workout programs. The student's physical condition will be enhanced through a progression of workouts that focus on endurance and strength. Identification of major muscle groups and their function as well as anatomical terminology will be included.

Prerequisite: Successful completion of Lifetime Fitness and a final grade of 80% or better in an additional Physical Education course. First semester freshman with parent waiver and teacher/coach recommendation.

7085S PERSONAL FITNESS

Credit: 0.5

This course runs one semester. This course will provide students with a wide variety of information needed to develop and implement their own fitness program. Information may include: weight room and fitness terminology, identification of major muscle groups using anatomical terminology, identification of exercises for various muscle groups, and cardiovascular health topics. Components of fitness will be improved through weight room workouts, fitness circuits, cardiovascular activities, and games. This is a non-competitive class.

Prerequisite: Successful completion of Lifetime Fitness.

7090 ADVANCED PHYSICAL EDUCATION

Credit: 0.5

This course is designed for students who prefer a more rigorous level of physical participation in Physical Education. This course will allow students to participate in a variety of individual and team sports. The President's Challenge Physical Fitness Test may be administered in class. Skill and health components will be emphasized. Improvement of fitness levels and sport performance will be gained through cardiovascular conditioning and muscular strength activities. Students selecting this course should be able to participate at a higher level of skill, strategy, and game play.

Prerequisite: Successful completion of Lifetime Fitness and a final grade of 80% or better in an additional Physical Education course.

7095 FIRST AID AND SAFETY

Credit: 0.25

First aid and safety basics will be taught in a 9 week course with the opportunity for students to be certified in CPR at the end. The students will be trained in the skills of assessing a situation, applying necessary first aid treatment, contacting assistance if needed, and aiding individuals who are in distress. Basic understanding of first aid care will be emphasized for all stages of life.

Special Note: This course is paired with Highway Traffic Safety to comprise a full semester of coursework. Student must take both courses. This course provides an industry-recognized credential (IRC) under Act 158.

Prerequisite: Health

GENERAL ELECTIVE COURSES

8000 HIGHWAY TRAFFIC SAFETY

Credit: 0.25

Driving a motor vehicle is one of the biggest responsibilities of a student's life! This course will provide students with the capabilities necessary for entry into the highway traffic system as vehicle operators. It will help develop and maintain a proper attitude about the responsibilities of defensive driving. It will also provide students with the knowledge and the process that will enable students to make wise decisions in driving situations. This course will meet the state's requirement of 30 classroom instructional hours. The combination of Highway Safety along with Drivers Education (behind the wheel training) enables most students to receive a lower insurance rate. This class will also provide life skill activities such as: vehicle maintenance skills, vehicle purchasing, and automobile insurance information. (Subject to Change) *Special Note this course is paired with First Aid and Safety to comprise a full semester of coursework. Student must take both courses.

Prerequisite: Completion of 6 credits.

8035 INDEPENDENT STUDY

Credit: 0.5 or 1.0

This course is for students that have advanced through the available courses in a subject area and would like to do further study. This course is initiated by the student and approved by the appropriate faculty member, department chairperson, counselor, parent(s)/guardian(s), and Principal. Students are instructed and supervised by a member of the Oxford Area High School faculty. The Independent Study course is governed by a signed contract stipulating the responsibilities of the student. Students interested in participating in this program should contact their counselor, teacher, or department chairperson. Independent study credit is not offered for any course offered as part of the program of studies.

Prerequisite: Completion of 18.5 credits. Application must be completed including parent permission and staff approval required.

8033 SEMINAR

Credit: 0.25

This is a required course for all students entering ninth grade or new enrollees. Students will explore a variety of topics meant to enhance and support their four-years in high school. Career and college exploration is a central component of the course where all students are expected to lay the foundation for life after high school. Students will participate in lessons and activities necessary for success in high school: personal goal setting, time management, learning styles, team work and cooperation, problem solving, and social skill development.

Prerequisite: None

8082 SAT ENGLISH PREP

8083 SAT MATHEMATICS PREP

Total Credit: 0.5

These courses are designed to assist students in preparing for the Scholastic Aptitude Test (SAT). Students will be introduced to test taking strategies while building their skills to maximize their performance in the Verbal and Math sections. These 0.25 credit courses must be taken together and will share the same semester.

Prerequisite: Completion of or concurrent enrollment in Algebra II

NON-Credited COURSES

8037A AIDE

Credit: 0.0

Seniors enrolled in this course will provide individualized or small group assistance to peers in the academic areas and courses. Peer tutors may work individually with students or provide assistance in classrooms. The course incorporates cooperative and collaborative learning strategies to promote academic success. The leadership and problem-solving skills of the tutors will be enhanced through the development of peer tutor relationships. This position can also serve as aide in the Guidance Office, Library, or ESL.

Prerequisite: Completion of 18 total credits. See guidance webpage. Parent permission and staff approval required.

8100 STRUCTURED STUDY SESSION

Credit: 0.0

Structured Study Session is scheduled for students who wish to have a period during the day to complete class assignments and/or homework in a quiet, supervised setting. Students scheduled for this course will not be graded nor will they receive course credit.

Prerequisite: None

LEARNING SUPPORT COURSES

The following courses have been designed to provide instructional support for individual students across various content areas.

Students will not self-select these courses. Enrollment in these courses is based on teacher recommendation and IEP needs.

6500 TRANSITIONS I

Credit: 1.0

This course focuses on the social and behavioral skills our students need to be successful at school and beyond. Students will understand their learning style, study habits, test taking strategies, how to make smart decisions, and the self-advocacy skills needed to be more productive and successful in high school.

Prerequisite: IEP required

6502 TRANSITIONS II

Credit: 1.0

This course is designed to foster a strong personal understanding of individual academic and social strengths and areas of growth. Additionally, it will emphasize the development and refinement of students' transition plans as they continue to explore post-secondary options. Students will self-monitor their transition plans and school grades/activities, capitalizing on their strengths as related to potential career options and post-secondary education. Students will receive assistance within their content areas as needed and with course selection to align with their post-secondary goals. Throughout the course of the school year, it will cover the following topics: personal understanding of individual academic and social strengths and areas of growth, learn to apply skills to use in self-awareness, how to advocate in school and workplace, communication, understanding IEP's, enthusiasm in the workplace, introductory look into choosing the best career options for post-graduation. Self-reflection and evaluation to best enhance skills for both school and post-graduation.

Prerequisite: IEP required

6504 TRANSITIONS III

Credit: 1.0

This course is designed to foster career management and assisting students to plan actions for future planning and goal achievement. Students will learn and apply skills to use in advocating for themselves, steps to take to enter the career they have chosen, actions to take to become valued, successful employees, and explore and plan for post-secondary education. Units of study will include Advocating for Your Future, Getting the Job for You/Succeeding as an Employee, and College Ed College Planning and Career Exploration.

Prerequisite: IEP required

6506 TRANSITIONS IV

Credit: 1.0

This course focuses on independent life management and transitioning out of high school. Additionally, it will emphasize the development and refinement of students' transition plans as they continue to explore post-secondary options. Students will self-monitor their transition plans and school grades/activities, capitalizing on their strengths as related to career options and post-secondary education. Students will receive assistance within their content areas as needed and with course selection to align with their post-secondary goals. Lastly, students will receive support in completing their Graduation Pathway, which is a state requirement to graduate. The four units covered in this course include Maintaining a Healthy Lifestyle, Enjoying Your Leisure Time, Living on Your Own, and Planning for a Happy Family Life.

Prerequisite: IEP required

6537YR ACADEMIC SUPPORT

Credit: 0.0

This course will emphasize the development and refinement of study and organizational skills as they apply to other subject areas. Students will concentrate on organization of classroom materials, development of test-taking strategies, and applying reading and writing skills to the content areas. Students will receive assistance within their content areas as needed. Students do not receive credit for this course.

- Work on accessing grades on Power School and on self-monitoring
- Receive academic support in content area classes
- Receive instruction in self-advocacy, organizational and time management skills

Prerequisite: IEP required

6511YR LITERACY SEMINAR

Credit: 1.0

This course is designed to meet the individual needs of each student. Students will be working on targeted skills that need remediation, with specific focus on comprehension, vocabulary development, written response to reading, fluency, and motivating reluctant readers. The course will provide individualized instruction and flexible grouping. Students will be challenged to set and reach their literacy goals.

- Placement will be based on multiple criteria: formative assessment, diagnostic placement assessment, academic performance, and IEP team recommendation
- HS reading is at the basic or below basic grade reading level
- Direct explicit instruction will be provided in reading comprehension and decoding skills

Prerequisite: IEP required

6538YR MATH SEMINAR

Credit: 1.0

This math support course is designed to meet the individual needs of each student. Students will be working on targeted skills that need remediation, with specific focus on process and analytical processes. Students also will receive extra support with their other math class.

- Placement will be based on multiple criteria: diagnostic assessment, academic performance, and IEP team recommendation
- HS math skills are at the basic or below basic grade level
- Direct explicit instruction will be provided in math calculations and math applications

Prerequisite: IEP required

6536YR POSITIVE SOCIAL NETWORKING

Credit: 1.0

Good social skills are critical to successful functioning in life. These skills are the foundation for successful academic performance, behavior, social and family relationships, and involvement in extracurricular activities. Social skills also are linked to the quality of the school environment, student academic success, and post-secondary transition. The emphasis of the course will be on making positive choices. Skills that will be taught include, but are not limited to:

- Goal setting
- Self-monitoring strategies
- Effective positive communication used in various settings
- Coping strategies
- Problem-solving skills

Prerequisite: IEP required

1000ACP FOUNDATIONS OF ENGLISH 9

Credit: 1.0

This course serves as a foundation for students who will continue their study at the Academic level. Literature study is based on multiple genres with focus on the benefits of good communication skills. In addition to selections of literature from the textbook, students will read excerpts from novels and texts found within the literature textbook. Knowledge, comprehension, and application of material are fundamental to this course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on intensive instruction and review of grammar, mechanics and usage, and language of origin, with a focus on paragraph and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required

1030ACP FOUNDATIONS OF ENGLISH 10

Credit: 1.0

This course continues the study of multiple genres and interpersonal communication processes. In addition to selections of literature from the textbook, students will read excerpts from novels and texts found within the literature textbook. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study includes a review of grammar, mechanics, and usage, and language of origin. Three types of writing will be instructed: informational, persuasive, and research. Keystone Exam preparation will continue to be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required

1040ACP FOUNDATIONS OF ENGLISH 11

Credit: 1.0

This course focuses on the study of American Literature. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on constructed responses, essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage, mechanics, and language of origin, is writing-oriented and tailored to meet students' needs. PA Core Standards will continue to be addressed at this level. Keystone Exam preparation will be continue to be highly focused in areas of test-taking strategies and test terminology.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required.

10500ACP FOUNDATIONS OF ENGLISH 12**Credit: 1.0**

This course focuses on an overview of the British Literary Tradition including excerpts from *Beowulf*, *Dante's Inferno*, and Shakespeare's *Macbeth*. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage, mechanics, and language of origin, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

Prerequisite: IEP required; Teacher recommendation; Summer Reading is required.

3014ACP FOUNDATIONS OF ALGEBRA (A)**Credit: 1.0**

This course provides a foundation to algebra topics. Topics to be covered include integer operations, order of operations, perimeter and area, fractions and decimals, scientific notation, ratios and rates, conversions, percent's, algebraic expressions, linear equations, the Pythagorean Theorem, and graphing. *A scientific calculator is recommended.*

Prerequisite: IEP required; Teacher recommendation.

3015ACP FOUNDATIONS OF ALGEBRA (B)**Credit: 1.0**

This course provides opportunities to revisit and expand the understanding of foundational algebra concepts such as; solving equations/inequalities, patterns, proportional reasoning, exponents, polynomials, probability, functions/relations, etc. A scientific calculator will be provided for use in class. The Algebra I Keystone Exam will be taken in this course.

Prerequisite: IEP required; Teacher recommendation

3016ACP FOUNDATIONS OF GEOMETRY**Credit: 1.0**

The purpose of this course is to provide the foundational principles of Geometry. Topics covered consist of Segments, Angles, Parallel/Perpendicular Lines, Triangle Relationships, Congruent Triangles, Quadrilaterals, Surface Volume/Area and Circles. A Graphing Calculator will be provided for in-class use.

Prerequisite: IEP required; Teacher recommendation

GIFTED SUPPORT COURSES

6550 GIFTED SEMINAR 9

Credit: 0.5

This course is designed to address a common set of interests faced by 9th grade students. The goal of Gifted Seminar at OAHS is to develop the following: higher-order thinking skills, self-directed learning, creative thinking, positive self-concept, critical thinking skills, problem solving skills, and interpersonal relationships that stimulate leadership and risk taking. The variety of topics are based on students' strengths, interests, and core content materials. The class encourages students to recognize and identify their role as an independent learner.

Prerequisite: Have a GIEP with the Oxford Area School District.

6555 GIFTED SEMINAR 10

Credit: 0.5

This course is designed to address a common set of interests faced by 10th grade students. The goal of Gifted Seminar at OAHS is to develop the following: higher-order thinking skills, self-directed learning, creative thinking, positive self-concept, critical thinking skills, problem solving skills, and interpersonal relationships that stimulate leadership and risk taking. This class will involve career and college exploration.

Prerequisite: Have a Gifted Individualized Education Plan (GIEP) with the Oxford Area School District.

6561 GIFTED SEMINAR 11

Credit: 0.5

This course is designed to address a common set of interests faced by 11th grade students. Students will prepare for college entrance exams. Students will continue to build a plan for college preparation to meet their individual career goals. Students will complete financial literacy activities to help to build awareness of personal expenses and budgeting.

Prerequisite: Have a Gifted Individualized Education Plan (GIEP) with the Oxford Area School District.

6562 GIFTED SEMINAR 12

Credit: 0.5

This course is designed to address a common set of interests faced by 12th grade year. Students will receive guidance with the college application process and the scholarship application process. Students will also engage in active learning through discussion and will be involved in intellectual dialogue with open-ended questions and engaging assignments in ethics.

Prerequisite: Have a Gifted Individualized Education Plan (GIEP) with the Oxford Area School District.

6565 GIFTED INDEPENDENT PROJECT

Credit: 0.5 or 1.0 (determined by intensity of project)

This course is intended for the able student who shows interest in an area of study not offered or who wishes to pursue a discipline in greater depth than possible through the regular curriculum. The Independent Project is an extension of the curriculum, which affords the student an opportunity to apply the Inquiry Based Learning Process.

Prerequisite: Have a Gifted Individualized Education Plan (GIEP) with the Oxford Area School District and teacher recommendation.

CECIL COLLEGE EARLY COLLEGE ACADEMY

The Early College Academy is a dual enrollment partnership between the Oxford Area High School and Cecil College. ECA is a four year high school program where students will be taking college courses their entire high school career towards earning an Associate's Degree from Cecil College upon graduation from Oxford Area High School. ECA is a bold approach, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. ECA is a unique pathway for students to achieve and enhance their high school educational experience.

Interested 8th grade students must complete an application for joint review by Cecil College and OAHS staff members. Students accepted into the program will receive an acceptance letter signed by both parties.

8th grade students will request a full schedule at the High School. The ECA students' courses will be adjusted once they are accepted into the program.

8060ECA EARLY COLLEGE ACADEMY – 9TH GRADE

Credit: 2.0

Note: The designation of two credits is for scheduling purposes. Students should be aware that participation in ECA will occupy two periods of their eight period high school schedule. Credits reported on Cecil College and OAHS transcripts will reflect actual course work completed as part of the program.

9th grade students who are continuing in the ECA program should use the following course code during the course selection progress.

8070ECA EARLY COLLEGE ACADEMY – 10TH GRADE

Credit: 2.0

Note: The designation of two credits is for scheduling purposes. Students should be aware that participation in ECA will occupy two periods of their eight period high school schedule. Credits reported on Cecil College and OAHS transcripts will reflect actual course work completed as part of the program.

8080ECA EARLY COLLEGE ACADEMY – 11TH GRADE

Credit: 6.0

Note: The designation of six credits is for scheduling purposes. Students should be aware that participation in ECA will occupy six periods of their eight period high school schedule. Credits reported on Cecil College and OAHS transcripts will reflect actual course work complete as part of the program.

8090ECA EARLY COLLEGE ACADEMY – 12th GRADE

Credit: 8.0

Note: The designation of eight credits is for scheduling purposes. Students should be aware that participation in ECA will occupy eight periods of their eight period high school schedule. Credits reported on Cecil College and OASH transcripts will reflect actual course work complete as part of the program.

The Cecil College Early College Academy coursework is as follows:

9 th Grade		10 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
COU101 Career Development	HEA130 Healthful Living I	SPH141 Public Speaking	CIS101 Introduction to Computer Concepts
PED104 Walking for Fun and Fitness I	PED204 Walking for Fun and Fitness II	MUC122 Music Appreciation	SOC101 Introduction to Sociology
Freshman Seminar	College Seminar	College Seminar	College Seminar
11 th Grade		12 th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
EGL101 College Composition	EGL102 Composition and Literature	Concentration Electives	Concentration Electives
HST110 World History I	HST111 World History II		
Concentration Elective	Concentration Elective		
College Seminar	PSC105 General Physical Science w/Lab		

EARLY ENROLLMENT AT THADDEUS STEVENS COLLEGE

Full senior year option.

Early enrollment is where a student will complete their senior year of high school while completing their first year of college at Thaddeus Stevens College of Technology.

Students are able to study in any of the 23 programs while also taking general education courses that may count towards their high school diploma.

All classes are taken on site at Thaddeus Stevens College of Technology.

What is required –

1. Online application
2. Fee waiver
3. High school transcript – The GPA requirement to apply for early enrollment is a 2.5+
4. Reference form from a teacher
5. Reference form from guidance counselor

Students must apply for this option during their junior year. Applications become available in August of the junior year. **The deadline to apply is March 1st of the junior year.**

The cost for early enrollment is half of standard tuition. For more information on tuition/fees at Thaddeus Stevens College please visit - <http://stevenscollege.edu/financialaid/tuition/>

For questions on early enrollment please visit your guidance counselor.

DELAWARE COUNTY COMMUNITY COLLEGE TEACHER EDUCATION PROGRAM (TEP)

Recognizing the critical teacher shortage in Delaware County, DCCC and Delaware County Council partnered to create this important initiative, whereby high school juniors can now attend the College **at no cost** and earn up to 38 credits toward an [associate degree in education](#). Students who are eligible to participate in this [dual enrollment pathway](#) will have the opportunity to meet with the [Transfer Office](#) to discuss transfer options, as well as have access to a success coach and tutoring for their English and Mathematics courses. Laptops are also available, as well as enrichment activities throughout the program.

For more information: <https://www.dccc.edu/tep>

TECHNICAL COLLEGE HIGH SCHOOL (TCHS)

The Technical College High School is operated by the Chester County Intermediate Unit and Delaware Community College. It is located on Pennock's Bridge Road in West Grove. TCHS offers half-day vocational programs for students in grades 10, 11, and 12. The TCHS Course Description Booklet is available in the Guidance Office. Students in grades 10, 11 and 12 who wish to attend TCHS must complete an application and will be selected on the basis of grades, behavior record, school attendance, teacher recommendations, application responses, and the results of an aptitude test. Students must be on track to graduate from Oxford Area High School and maintain sufficient academic progress in the major academic subjects. More information regarding programs offered can be found on the [www.technicalcollegehighschool .org/](http://www.technicalcollegehighschool.org/)

TCHS programs at Oxford Area High School:

Commercial Art and Design Media

Students spend their days gaining industry skills, earning college credits and building friendships all through TCHS. Prepare to be an art director, graphic designer, social media content creator or web developer. Learn to redesign websites, create engaging digital content. Earn \$58,830 as a multimedia designer right out of college.

Construction Trades

This instructional program prepares individuals to apply knowledge and skills in the construction technology field. Instruction is provided in the basic skills in a variety of areas associated with building construction such as carpentry, masonry, plumbing, heating and electrical. Instruction includes but is not limited to blueprint reading; cost estimation; uses of hand and power tools; cutting, fitting, fastening and finishing various materials; and applying technical specifications and knowledge concerning the physical properties of materials.

Senior Only Programs at TCHS:

Allied Health

This full-year course is designed for high school seniors who are in excellent academic standing and are interested in pursuing careers in the allied health fields. Students in this program spend 1 ½ to 2 ½ hours each school day focusing on one of the following Pathways:

- 1) Hospital Pathway- The hospital track is for students primarily interested in getting a comprehensive overview of the medical field in a hospital setting. Students will complete clinical rotations across a wide variety of hospital departments.
Locations: Chester County Hospital, Coatesville Veterans Affairs Medical Center, Paoli Memorial Hospital, and Phoenixville Hospital
- 2) Sports Medicine Pathway - The sports medicine track is for students interested in pursuing a career in the Physical Medicine and rehabilitation field. Students may complete clinical rotations in high school athletic training rooms and community rehabilitation facilities.

Teacher Leadership Academy

This program is a college preparatory program for academically talented high school seniors considering a teaching career. The program provides a foundation to develop and practice skills necessary for a successful professional career in education. The program includes 7.5 hours per week of seminar/classroom and school-based internship activities. Enrollment is limited due to the number of cooperating teachers available for the internship rotation. The primary goal of the program is to prepare students who may be interested in middle or high school teaching assignments. Students will be expected to dress professionally and to provide materials for various projects as part of their portfolio, which will contain information from the classroom and internship experiences. A special application is required through OAHS Guidance Department.

CAREER AND TECHNICAL EDUCATION PATHWAYS

The Technical College High School (TCHS), Pennock's Bridge Campus, is a public high school specializing in Career and Technical Education (CTE) and available for students in grades 9 through 12. CTE programs prepare students for success in college, the workplace and life. All CTE programs at TCHS are designated as High Priority Occupations (HPO) by the Pennsylvania Department of Labor and Industry, and are aligned with the Pennsylvania State Academic Standards and national industry certifications.

CTE programs at TCHS lead seamlessly to postsecondary education through the Pennsylvania Department of Education's (PDE) SOAR Programs of Study. The mission of SOAR is to prepare Students (who are) Occupationally and Academically Ready for college and careers in an increasingly diverse, high performing workforce. Graduates of approved SOAR programs who meet challenging academic and technical criteria qualify for several free technical credits at over twenty-five participating colleges across Pennsylvania. These include Delaware County Community College, the Pennsylvania College of Technology, Clarion University, Thaddeus Stevens College of Technology and Harcum College. For more information about SOAR and the complete list of participating colleges and postsecondary programs:

http://www.education.state.pa.us/portal/server.pt/community/programs_of_study/7686/articulations/679190

"Get the credits you've already earned!" in the following SOAR programs at TCHS: Auto Collision Technology, Auto Service Technology, Carpentry, Culinary Arts, Early Childhood Care and Education, Electronic Systems Technology, Engine Technology, HVAC/R Technology, and Health Career Pathway.

PDE-approved Tech Prep Programs are also PA High Priority Occupations and college pathways that connect to colleges and technical schools that offer credits for technical competencies and certifications achieved at the Pennock's Bridge Campus. Tech Prep Programs are: Cosmetology, Animal Science Technology, Computer Information Systems, Criminal Justice and Police Science, Engineering and Robotics, Veterinary Science, Welding and Metal Fabrication.

Seniors-only college preparatory programs include Teacher Academy and Allied Health Technology.

For more information about all of the Technical College High School's rigorous Career and Technical Education programs, seniors-only academies, and the application process,

please visit: <http://www.cciu.org/tchspennocksbridge/site/default.asp> Or contact the Admissions Specialist at 484-237-5325. The Technical College High School is operated by the Chester County Intermediate Unit on behalf of Chester County's 12 public school districts. Questions? Please contact Mame Linford, Chester County Perkins Consortium Manager MameL@cciu.org or 484-237-5106

HOMELAND SECURITY

The Octorara Homeland Security and Protective Services Academy (OHSPSA) is an approved PA Department of Education Career and Technical Education Program of Study available to students in grades 10, 11, and 12 for every Chester County school. The Academy is a part-time school of choice specializing in careers for pre-hospital emergency medical care, emergency medical technician (EMT), firefighting, emergency management, law enforcement, corrections, and military services. This program of study prepares individuals to apply technical knowledge and skills required to perform entry level duties as a firefighter, emergency medical and first aid responder, security, corrections, as well as various other occupations which encompass the broad spectrum of public safety. The program stresses techniques, methods, and procedures associated with emergency responses. Upon completion, students have the ability to earn up to 50 college credits, 64 state and national job-related certifications which are required for entry level positions. The Academy is a half day program located at the Chester County Emergency Services Training Center in Coatesville. For more information about OHSPSA, go to www.octorara.k12.pa.us.

CAREER AND TECHNICAL EDUCATION AGRICULTURE PROGRAMS

The PDE approved Career and Technical Education Agriculture Programs below are offered in partnership with Octorara School District. Courses are held at Octorara High School. Students are able to receive college credits. Please see the link - [College Credit for CASE-Trained Students](#). For more information about the programs you may visit the [OACTEP Virtual Open House](#). Here you will be able to see program videos, take a virtual tour of the labs and read about the instructors.

Animal and Plant Science Technology

3.0 Credits Gr. 10, 11, 12

This 3-credit course is designed for students who are motivated to pursue a career in the progressive animal science and plant science fields. Areas of study include agribusiness, animal science, biotechnology, career development, food science, forestry, leadership, management, natural resource management, and plant and soil science. Students in this program will also become members of the National FFA Organization to experience leadership and employability skills. Students also have the option to participate in the Octorara Equestrian Sports Team. This includes instruction in pre-vet, animal health care, and the psychology and behavior of animals. This is an intensive program where students will meet 3 periods per day for 3 years. The senior year may culminate in a Capstone Co-op Experience where students will apply their classroom knowledge and skills to a real-world work setting. Upon successful completion of the three-year program, seniors may be awarded 2 science credits towards their high school graduation requirements. Students also have the potential to earn industry level certifications and college credits. Certifications available: PA Skills Certificate, National Pork Quality Assurance, National Beef Quality Assurance, Artificial Insemination Certificate, OSHA 10 - Agriculture, Pet CPR and First Aid, and Youth for the Quality Care of Animals Certificate, CASE, CPR & First Aid.

Mechanical Systems Technology

3.0 Credits Gr. 10, 11, 12

This 3-credit course is a Pennsylvania approved Career and Technical Education Program of Study designed to introduce students to a variety of career skill sets. This is a rigorous Program of Study that follows the national CASE curriculum and meets for 3 periods per day for three years. Students gain experience in careers related to welding, small and large engines maintenance and repair, metal fabrication, building construction, plumbing, electrical wiring, and maintenance of agricultural machinery, global position systems, and equipment. This is a project based course in which students are exposed to rigorous curriculum, and construct and design projects in the mechanics lab that relate to the concepts learned in the classroom. All students enrolled in the Mechanical Systems Technology become members of FFA student organization to experience leadership and employability skills. Upon successful completion of this course students have the potential to earn industry level certifications and college credits. Certifications available: PA Skills Certificate, OSHA 10 - Agriculture, National Safe Tractor and Machinery Operator, Briggs and Stratton Small Engine Certificate, CASE, CPR & First Aid.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS (AFJROTC)

Air Force Junior Reserve Officer Training Corps (AFJROTC) is offered to Oxford Area High School students through a partnership with other Chester County high schools. All AFJROTC classes are held at Coatesville Area Senior High School. *There is no military service obligation for students enrolled in AFJROTC.* Through leadership courses, management courses, and practical leadership field experience, the AFJROTC program affords high school students opportunities to explore various leadership roles and styles while building appropriate attitudes of responsibility and obligations as American citizens. In addition to leadership, courses include instruction in Aerospace history, principles and theory of flight, and space exploration and technology and the Aerospace industry in both the civilian and military communities.

All enrolled students are required to wear the Air Force JROTC uniform at least once a week as specified by the AFJROTC Instructor. While wearing the uniform students must meet the Air Force appearance and grooming standards. Any student who dislikes wearing the AFJROTC uniform and meeting the appearance/grooming standards should not enroll in the program. All students will be screened at the end of each school year and will only be readmitted to the program with the approval of the AFJROTC Instructor.

For those high school students who are interested in pursuing a career in the military, AFJROTC offers relevant experience and an opportunity to improve entry-level rank.

Transportation between OAHS and AFJROTC is provided. The bus returns to OAHS at approximately 3:10 and students are responsible for their own transportation home from OAHS.

1.0 Honors Level Credit and 0.5 PE credit

8051 AFJROTC	1 Credit	Grades 9-10
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9051 AFJROTC	1 Credit	Grades 11-12
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WELLNESS PROGRAM:

Wellness is an official and integral part of the AFJROTC program. It consists of two exercise programs focused upon individual base line improvements with the goal of achieving a national standard as calculated by age and gender. The wellness curriculum is instrumental in developing citizens of character dedicated to serving our nation and communities. The program is provided as a tool to help cadets develop an individualized fitness program. Team sports also provide cadets an opportunity to develop leadership skills and build esprit de corps.

All of the above topics are included in the course and the courses regarding Aerospace Science and Leadership Education.

APPENDIX A: OAHS ENGLISH DEPARTMENT REQUIRED READING SUMMER 2025

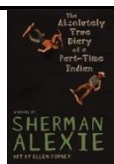
9th GRADE

Level(s): Foundations, Academic, and College Prep

- Students should choose TWO texts below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
- Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
- Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each text they read. Students will be allowed to use their prepared notes during the assessments.

Fiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



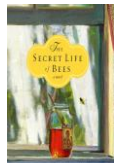
The Absolutely True Diary of a Part-time Indian by Sherman Alexie*

The Absolutely True Diary of a Part-Time Indian chronicles the adolescent experiences of the author as a Native American boy, including his attempts to break away from the life he was destined to live. (600L)



Feed by M.T. Anderson*

Feed is a smart, savage satire that delves into identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains. (770L)



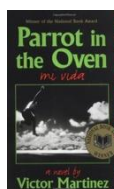
The Secret Life of Bees by Sue Monk Kidd

When Lily's fierce-hearted "stand-in mother," Rosaleen, insults three of the town's most vicious racists, Lily decides they should both escape to Tiburon, South Carolina—a town that holds the secret to her mother's past. There they are taken in by an eccentric trio of beekeeping sisters who introduce Lily to a mesmerizing world. (840L)



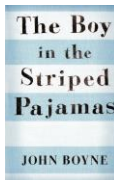
The Invention of Wings by Sue Monk Kidd

Sarah Grimke has known from an early age she is meant to do something large in the world, but she is hemmed in by the limits imposed on women. Kidd's sweeping novel is set in motion on Sarah's eleventh birthday, when she is given ownership of ten-year-old Handful, a slave in her household, who is to be her handmaid. (920L)



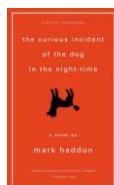
Parrot in the Oven: Mi Vida by Victor Martinez

Manny, a teenage Mexican American boy, attempts to find his place in a society full of disappointment. Set in the projects, Manny gives a very realistic account of what it is like to grow up as a minority in a poor, dysfunctional home. (1000L)



The Boy in the Striped Pajamas by John Boyne

While exploring his new environment called "Out-With", a young boy named Bruno meets another boy whose life and circumstances are very different to his own, and their meeting results in a friendship that has devastating consequences. (1080L)



The Curious Incident of the Dog in the Nighttime by Mark Haddon*

Christopher John Francis Boone relates well to animals but has no understanding of human emotions. He cannot stand to be touched. And he detests the color yellow. This improbable story of Christopher's quest to investigate the suspicious death of a neighborhood dog makes for one of the most captivating novels in recent years. (1180L)

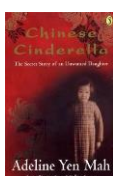
Nonfiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



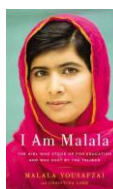
Night by Elie Wiesel*

Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)



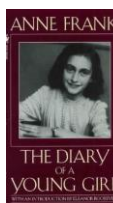
Chinese Cinderella: The Secret Story of an Unwanted Daughter by Adeline Yen Mah

Adeline Yen Mah's affluent, powerful family considers her bad luck after her mother dies giving birth to her. Life does not get any easier when her father remarries. Although Adeline wins prizes at school, they cannot compensate for what she really yearns for -- the love and understanding of her family. (960L)



I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban by Malala Yousafzai

When the Taliban took control of the Swat Valley in Pakistan, one girl spoke out. Malala Yousafzai refused to be silenced and fought for her right to an education. At sixteen, she became a global symbol of peaceful protest and the youngest nominee ever for the Nobel Peace Prize. (1000L)



The Diary of a Young Girl by Anne Frank*

Anne Frank and her family, fleeing the horrors of Nazi occupation forces, hid in the back of an Amsterdam office building for two years. This is Anne's record of that time. She was thirteen when the family went into the "Secret Annex," and in these pages, she grows to be a young woman and proves to be an insightful observer of human nature as well. (1080L)

9th GRADE

Level(s): Honors

1. Students should read the two required texts below.
2. Students should take their own original notes while reading. These notes will be due on the first day of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete written analysis questions during the first week of school on *Night* and will write an expository essay on *The Invention of Wings* within the first two weeks of school.

Fiction Text: REQUIRED Read <small>*May contain sensitive content / L = Lexile measurement</small>	Nonfiction Text: REQUIRED Read <small>*May contain sensitive content / L = Lexile measurement</small>
<div data-bbox="110 632 214 793" data-label="Image"> </div> <p><i>The Invention of Wings</i> by Sue Monk Kidd</p> <p>Sarah Grimke has known from an early age she is meant to do something large in the world, but she is hemmed in by the limits imposed on women. Kidd's sweeping novel is set in motion on Sarah's eleventh birthday, when she is given ownership of ten-year-old Handful, a slave in her household, who is to be her handmaid. (920L)</p>	<div data-bbox="821 632 932 800" data-label="Image"> </div> <p><i>Night</i> by Elie Wiesel*</p> <p>Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)</p>

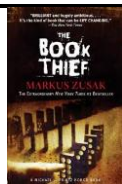
10th GRADE

Level(s): Foundations, Academic, and College Prep

- Students should choose TWO texts below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
- Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
- Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each text they read. Students will be allowed to use their prepared notes during the assessments.

Fiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



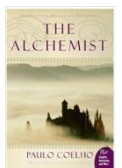
The Book Thief by Markus Zusak

Set during World War II in Germany, Zusak's groundbreaking new novel is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her foster father, she learns to read and shares her stolen books with her neighbors during bombing raids as well as with the Jewish man hidden in her basement before he is marched to Dachau. (730L)



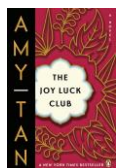
Paper Towns by John Green*

When Margo Roth Spiegelman beckons Quentin Jacobsen in the middle of the night—dressed like a ninja and plotting an ingenious campaign of revenge—he follows her. Margo's always planned extravagantly, and, until now, she's always planned solo. After a lifetime of loving Margo from afar, things are finally looking up for Q until she vanishes. But there are clues. And they're for Q. (850L)



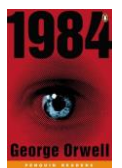
The Alchemist by Paulo Coelho

This story is about an Andalusian shepherd boy named Santiago who travels from his homeland in Spain to the Egyptian desert in search of a treasure buried in the Pyramids. Along the way he meets a Gypsy woman, a man who calls himself king, and an alchemist, all of whom point Santiago in the direction of his quest. What starts out as a journey to find worldly goods turns into a discovery of the treasure found within. (910L)



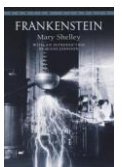
The Joy Luck Club by Amy Tan

In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money. (920L)



1984 by George Orwell*

In *1984*, London is a grim city where Big Brother is always watching you and the Thought Police can practically read your mind. Winston is a man in grave danger for the simple reason that his memory still functions. Drawn into a forbidden love affair, Winston finds the courage to join a secret revolutionary organization called The Brotherhood and together with his beloved Julia, he hazards his life in a deadly match against the powers that be. (1090L)

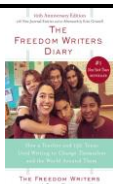


Frankenstein by Mary Shelley

In *Frankenstein; or, The Modern Prometheus*, scientist Victor Frankenstein assembles a body of stolen body parts and brings it to life, only to discover horrific consequences. The novel is a dark parable warning against the risks of scientific and creative endeavor, the corrupting influence of technology and progress, and the dangers of knowledge without understanding. (1170L)

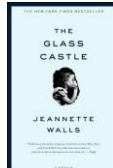
Nonfiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



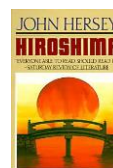
The Freedom Writers Diaries by Erin Gruwell*

When Erin Gruwell was a first-year high school teacher in Long Beach, CA, teaching the "unteachables" (kids that no other teacher wanted to deal with), she discovered that most of her students had not heard of the Holocaust. Shocked, she introduced them to books about tolerance. The students were inspired to start keeping diaries of their lives that showed the violence, homelessness, racism, illness, and abuse that surrounded them. (900L)



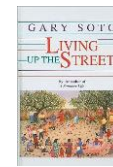
The Glass Castle by Jeannette Walls*

Jeannette Walls grew up with parents whose ideals and nonconformity were both their curse and their salvation. In the beginning, Rex and Mary Walls lived like nomads with their four children, moving among Southwest desert towns, camping in the mountains. As the dysfunction of the family escalated, Jeannette and her brother and sisters had to fend for themselves and finally found the will to leave home. (1010L)



Hiroshima by John Hersey

On August 6, 1945, Hiroshima was destroyed by the first atom bomb ever dropped on a city. This book, John Hersey's journalistic masterpiece, tells what happened on that day. Told through the memories of survivors, this timeless, powerful and compassionate document has become a classic "that stirs the conscience of humanity." (1190L)



Living up the Street by Gary Soto

Living up the Street tells the story of a boy's coming of age in the barrio and parochial school while attending church, public summer school, and trying to fall out of love so he can join in a Little League baseball team. (1140L)

10th GRADE

Level(s): Honors

1. Students should read the two required texts below.
2. Students should take their own original notes while reading and focus specifically on the elements of Gothic literature in both texts. These notes will be due on the first day of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete written analysis questions during the first week of school on *Jane Eyre* and will write an expository essay on *Frankenstein* within the first two weeks of school.

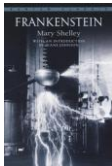
Fiction Texts: REQUIRED Reads

*May contain sensitive content / L = Lexile measurement



***Jane Eyre* by Charlotte Bronte**

Orphaned as a child, Jane has felt an outcast her whole young life. Her courage is tested once again when she arrives at Thornfield Hall, where she has been hired by the brooding, proud Edward Rochester to care for his ward Adèle. Jane finds herself drawn to his troubled yet kind spirit. She falls in love. But there is a terrifying secret inside the gloomy, forbidding Thornfield Hall. (890L)



***Frankenstein* by Mary Shelley**

In *Frankenstein; or, The Modern Prometheus*, scientist Victor Frankenstein assembles a body of stolen body parts and brings it to life, only to discover horrific consequences. The novel is a dark parable warning against the risks of scientific and creative endeavor, the corrupting influence of technology and progress, and the dangers of knowledge without understanding. *Frankenstein* has long been regarded as a masterpiece of suspense, a classic of nineteenth-century Romanticism and Gothic horror, and the prototype of the science fiction novel. (1170L)

11th GRADE

Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO books below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
2. Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each book they read. Students will be allowed to use their prepared notes during the assessments.

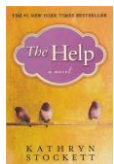
Fiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



Native Son by Richard Wright*

Native Son, published in 1940, tells the story of a young African-American man caught in a downward spiral after he kills a young white woman in a brief moment of panic. Set in Chicago in the 1930s, Wright's powerful novel is an unsparing reflection on the poverty and feelings of hopelessness experienced by people in inner cities across the country and of what it means to be black in America. (700L)



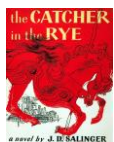
The Help by Kathryn Stockett

Jackson, Mississippi, 1962: where black maids raise white children, but aren't trusted not to steal the silver. As each woman finds the courage to cross boundaries, they come to depend and rely upon one another. Each in search of a truth and together they have an extraordinary story to tell. (730L)



Ender's Game by Orson Scott Card*

In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. (780L)



The Catcher in the Rye by JD Salinger*

Holden narrates the story of a couple of days in his sixteen-year-old life, just after he's been expelled from prep school. His constant wry observations about what he encounters, from teachers to phonies, capture the essence of the eternal teenage experience of alienation. (790L)



In the Time of the Butterflies by Julia Alvarez*

During the last days of the Trujillo dictatorship in the Dominican Republic, three young women, members of a pious Catholic family, who had become committed to the revolutionary overthrow of the regime, were ambushed and assassinated as they drove back from visiting their jailed husbands. Since then the Mirabal sisters have become known as las mariposas (the butterflies) from their underground code names. (910L)



The Last of the Mohicans by James Fennimore Cooper

Deep in the forests of upper New York State, the woodsman Hawkeye and his loyal Mohican friends Chingachgook and Uncas become embroiled in the bloody battles of the French and Indian War. The abduction of the beautiful Munro sisters, the treachery of the renegade Magua, the ambush of innocent settlers, and the events that lead to the final tragic confrontation create an unforgettable picture of life on the frontier. (930L)



Their Eyes Were Watching God by Zora Neale Hurston*

Their Eyes Were Watching God tells the life story of Janie, an African-American woman. Hurston's great dialogue captures both the ongoing "war of the sexes," as well as the truces, joys, and tender moments of male-female relations. But equally important are Janie's relationships with other black women. (1080L)

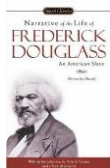
Nonfiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



I Never Promised You a Rose Garden by Joanne Greenberg

Enveloped in the dark inner kingdom of her schizophrenia, sixteen-year-old Deborah is haunted by private tormentors that isolate her from the outside world. With the reluctant and fearful consent of her parents, she enters a mental hospital where she will spend the next three years battling to regain her sanity with the help of a gifted psychiatrist. (960L)



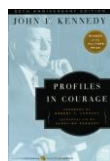
Narrative of the Life of Frederick Douglass by Frederick Douglass

Former slave, impassioned abolitionist, brilliant writer, newspaper editor and eloquent orator whose speeches fired the abolitionist cause, Frederick Douglass (1818–1895) led an astounding life. Physical abuse, deprivation and tragedy plagued his early years, yet through sheer force of character he was able to overcome these obstacles to become a leading spokesman for his people. (1040L)



Into Thin Air by John Krakauer

A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm provides the impetus for *Into Thin Air*, Krakauer's epic account of the May 1996 disaster. (1320L)



Profiles in Courage by John F. Kennedy

Written in 1955 by the then junior senator from the state of Massachusetts, John F. Kennedy's *Profiles in Courage* includes the inspiring true accounts of eight unsung heroic acts by American patriots at different junctures in our nation's history. Kennedy's book became an instant classic and was awarded the Pulitzer Prize. (1410L)

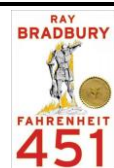
11th GRADE

Level(s): Honors

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each reading journal, students should collect commentary and evidence for the following three areas: (1) text structure and form; (2) the ways in which the novel addresses aspects of American culture such as religion, gender roles, class, and economic stations, social change or justice, political power, science, etc.; (3) the ways in which the novel depicts the place/landscape of America in a real or imagined way, as well as how America interacts with other parts of the world.
3. Students should write an expository essay with the following prompt and directions in mind and be prepared to turn it in on the first day of school.
 - a. Prompt: Embedded in both required novels is social commentary, a critique of aspects of society, rooted in American culture. Write an essay that discusses how *each* text questions and/or reveals the ideals and/or values of America at the time of its publication, and whether their themes are still relevant in the 21st century.
 - b. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to both novels as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

Fiction Texts: REQUIRED Reads

*May contain sensitive content / L = Lexile measurement



Fahrenheit 451* by Ray Bradbury

In Bradbury's classic, frightening vision of the future, firemen don't put out fires--they start them in order to burn books. Bradbury's vividly painted society holds up the appearance of happiness as the highest goal--a place where trivial information is good, and knowledge and ideas are bad. (890L)



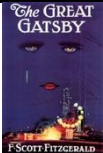
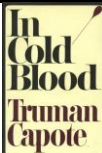
***The Scarlet Letter* by Nathaniel Hawthorne**

The Scarlet Letter is a work of historical fiction that is set in the Puritan Massachusetts Bay Colony during the years 1642 to 1649. The novel tells the story of Hester Prynne, who conceives a daughter through an affair and then struggles to create a new life of repentance and dignity. Containing a number of religious and historic allusions, the book explores themes of legalism, sin, and guilt. (940L)

11th GRADE

Level(s): AP Language and Composition

1. Students should read the two required texts below.
2. Students should keep a dialectical journal on each text and be prepared to turn both journals in on the first day of school. Dialectical journals have two columns and encourage active thinking about a text. On the left side, students should copy lines or passages they feel are stylistically important. On the right side, students should discuss the quote's impact on the work as a whole. In each dialectical journal students should discuss structure and form of the text, development of narrative voice, effective use of literary devices (such as diction, syntax, detail, tone, and imagery), themes and passages that develop those themes, or anything else they feel is relevant. It is okay to use "I" in journal responses, but students should keep in mind such a choice is *only appropriate in informal journal responses*. At a minimum, students should have 15-20 responses in each journal.
3. Students should choose *one* of the books and corresponding prompts below, write an expository essay, and be prepared to turn it in on the first day of school. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to the text as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
 - a. Prompt 1: Truman Capote claims to have produced the first "nonfiction novel" in writing *In Cold Blood*. Describe how the book blends the factual reporting of journalism with the narrative techniques of fiction writing, and the result of such a combination.
 - b. Prompt 2: There are many themes in F. Scott Fitzgerald's *The Great Gatsby*. Give some examples of how the author uses narrative techniques to develop themes throughout the novel and what Fitzgerald might be using them to say about American culture.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

Fiction Text: REQUIRED Read <small>*May contain sensitive content / L = Lexile measurement</small>	Nonfiction Text: REQUIRED Read <small>*May contain sensitive content / L = Lexile measurement</small>
 <p><i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Great Gatsby</i>, F. Scott Fitzgerald's third book, stands as the supreme achievement of his career. This exemplary novel of the Jazz Age has been acclaimed by generations of readers. The story of the fabulously wealthy Jay Gatsby and his love for the beautiful Daisy Buchanan is an exquisitely crafted tale of America in the 1920s. (1010L)</p>	 <p><i>In Cold Blood</i> by Truman Capote* Capote's <i>In Cold Blood</i> is a nonfictional recreation of the murder of a Kansas family and the subsequent capture of the killers. (1040L)</p>

12th GRADE

Level(s): Foundations, Academic, and College Prep

1. Students should choose TWO books below – one from the Fiction column and one from the Nonfiction column – to read over the summer.
2. Students will be *required* to take their own original notes while reading. These notes will be due by the end of the first week of school. Students should use the note-taking templates at the end of this packet (or modified versions of them).
3. Students will complete assessments during the second week of school. For the assessments, students will be required to write a constructed response in class on each book they read. Students will be allowed to use their prepared notes during the assessments.

Fiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



On the Beach by Nevil Shute

On the Beach, published in 1957, provides an unforgettable vision of a post-apocalyptic world. After a nuclear World War III has destroyed most of the globe, the few remaining survivors in southern Australia await the radioactive cloud that is heading their way and bringing certain death to everyone in its path. (730L)



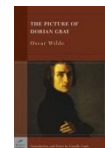
A Thousand Splendid Suns by Khaled Hosseini

Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever-escalating dangers around them in their home as well as in the streets of Kabul, they come to form a special bond. (830L)



Go Set a Watchman by Harper Lee

Twenty-six-year-old Jean Louise Finch—"Scout"—returns home from New York City to visit her aging father, Atticus. Set against the backdrop of the civil rights tensions and political turmoil that were transforming the South, Jean Louise's homecoming turns bittersweet when she learns disturbing truths about the people dearest to her. (870L)



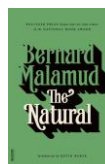
The Picture of Dorian Gray by Oscar Wilde

When Dorian has his portrait painted by Basil Hallward and wishes that he would stay young while his picture changes, his wish comes true. In exchange for this, Dorian gives up his soul and as he ages, the bad deeds that he commits are reflected in his painting and not him. (880L)



Grendel by John Gardner*

Grendel is a retelling of part of the Old English poem *Beowulf* from the perspective of the antagonist, Grendel. In the novel, Grendel is portrayed as an antihero. The novel deals with finding meaning in the world, the power of literature and myth, and the nature of good and evil. (920L)



The Natural by Bernard Malamud

Malamud's *The Natural* tells the story of Roy Hobbs, a baseball prodigy who battles with the forces of good and evil. (1060L)

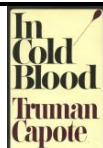


The Other Boleyn Girl by Philippa Gregory

When Mary Boleyn comes to court as an innocent girl of fourteen, she catches the eye of the handsome and charming Henry VIII. Dazzled by the king, Mary falls in love with both her golden prince and her growing role as unofficial queen. However, she soon realizes just how much she is a pawn in her family's ambitious plots as the king's interest begins to wane, and soon she is forced to step aside for her best friend and rival: her sister, Anne. (1160L)

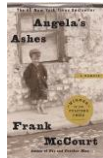
Nonfiction Texts: Choose ONE

*May contain sensitive content / L = Lexile measurement



In Cold Blood by Truman Capote*

Capote's *In Cold Blood* is a nonfictional recreation of the murder of a Kansas family and the subsequent capture of the killers. (1040L)



Angela's Ashes by Frank McCourt

The autobiography of Frank McCourt chronicles growing up against all odds in the slums of Ireland. (1110L)



Into the Wild by John Krakauer

In April 1992 a young man from a well-to-do family hitchhiked to Alaska and walked alone into the wilderness north of Mt. McKinley. His name was Christopher Johnson McCandless. He had given \$25,000 in savings to charity, abandoned his car and most of his possessions, burned all the cash in his wallet, and invented a new life for himself. (1270L)

12th GRADE

Level(s): Honors

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each reading journal, students should collect commentary and evidence for the following three areas: (1) text structure and form; (2) the ways in which the novel addresses aspects of British culture such as religion, gender roles, class, and economic stations, social change or justice, political power, science, etc.; (3) the ways in which the novel depicts the place/landscape of Britain in a real or imagined way, as well as how Britain interacts with other parts of the world.
3. Students should choose *one* of the prompts below, write an expository essay, and be prepared to turn it in on the first day of school. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to the texts as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
 - a. Prompt 1: Embedded in both novels is social commentary- a critique of aspects of society. Write an essay that discusses how each text questions and/or reveals the ideals and/or values of the society it reflects, and discusses also how *the social commentary of each text strengthens its theme*.
 - a. Prompt 2: Each text utilizes a motif of isolation in the development of the novel, whether a sense of isolation felt by one or more characters, or an atmosphere of isolation created by the setting. Write an essay that identifies how each novel utilizes the motif of isolation, exploring specifically what the isolation achieves in the text; discuss also *how the motif of isolation aids in the development of the theme of each text*
 - b. Prompt 3: A thematic connection between the two novels is the depiction of the nature of evil. Write an essay that compares and contrasts how each novel delineates good vs. evil, if necessary also discussing the role of how monstrosity and/or the soul are defined; discuss also *how the depiction of evil in each novel is essential to the theme*.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

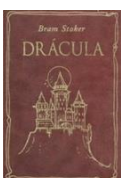
Fiction Texts: REQUIRED Reads

*May contain sensitive content / L = Lexile measurement



The Picture of Dorian Gray by Oscar Wilde

The Picture of Dorian Gray, published in 1891, is a tale of the moral decline of its title character, Dorian Gray. When Dorian has his portrait painted by Basil Hallward and wishes that he would stay young while his picture changes, his wish comes true. In exchange for this, Dorian gives up his soul and as he ages, the bad deeds that he commits are reflected in his painting and not him. (880L)



Dracula by Bram Stoker

Famous for introducing the character of the vampire Count Dracula, the novel tells the story of Dracula's attempt to move from Transylvania to England so he may find new blood and spread undead curse, and the battle between Dracula and a small group of men and women led by Professor Abraham Van Helsing. (1060L)

12th GRADE

Level(s): AP Literature and Composition

1. Students should read the two required texts below.
2. Students should keep a reading journal on each text and be prepared to turn both journals in on the first day of school. In each journal students should discuss the structure and form of the text, development of narrative voice, effective use of literary devices (such as diction, syntax, detail, tone, and imagery), themes and passages that develop those themes.
3. Students should write an expository essay with the following prompt and directions in mind and be prepared to turn it in on the first day of school.
 - a. Prompt: Compare and contrast the way each novel explores the psychological effects of oppression and a person vs. society conflict. Students may want to pay attention (but not be limited) to motifs of power-how characters struggle to free themselves from the power of others or seek to gain power over others-, the topic of superiority vs. inferiority, and the search for individual identity.
 - b. The essay should consist of 1000-1500-words, include a strong thesis statement, and use direct references to both novels as support for all arguments. The essay must follow MLA guidelines: Times New Roman, 12-point font, double-spacing, 1-inch margins, in-text citations, and a Works Cited page.
4. In addition to the assessments listed above, there will be graded discussions on both texts during the first two weeks of school.

Fiction Texts: REQUIRED Reads

*May contain sensitive content / L = Lexile measurement



Invisible Man by Ralph Ellison*

The tale of a nightmare journey across the racial divide tells unparalleled truths about the nature of bigotry and its effects on the minds of both victims and perpetrators. As he journeys from the Deep South to the street and basements of Harlem, from a horrifying "battle royal" where black men are reduced to fighting animals, to a Communist rally where they are elevated to the status of trophies, Ralph Ellison's nameless protagonist ushers readers into a parallel universe that throws our own into harsh and even hilarious relief. (950L)



Mrs. Dalloway by Virginia Woolf

Mrs. Dalloway takes place over the course of a single day in a woman's life in 1920's London. There are flowers to buy, outfits to choose, but also a visit from a past lover, and the tragic fate of a young war veteran who cannot adjust to life in post-war London. Virginia Woolf's supple and mesmerizing account of an ordinary day draws the reader into the minds, perceptions, and emotions of an astonishingly varied and vivid cast of characters. Woolf reminds us that each day, hour, and even minute of our lives harbors the potential to transform us and those around us. (950L)

Recommended Note-Taking Form for FICTION Text

The following graphic organizer should be used to help students stay focused while reading and can be brought to the Fiction assessment in the fall, along with the text itself. Students can print and take notes on the form below or recreate the categories on lined paper.

Title of text chosen		Author's name	
Plot summary			

Describe the SETTING and its importance to the plot:

Setting details	Importance to the plot

Describe the the PROTAGONIST (including traits, major conflicts, and changes/resolutions):

Protagonist's name	
Defining traits	
Major conflicts	
Changes / resolutions of conflict	

Describe two major THEMES and supporting evidence for each:

Theme	Supporting Evidence

Recommended Note-Taking Form for NONFICTION Text

The following graphic organizer should be used to help students stay focused while reading and can be brought to the Nonfiction assessment in the fall, along with the text itself. Students can print and take notes on the form below or recreate the categories on lined paper.

Title of text chosen	
Author's name and biographical info	
Author's purpose / tone	
Narration style / point of view	
Plot summary	
Setting (time, place & mood)	
Protagonist (including defining traits)	
Additional characters	
Major conflicts	
Major themes	

Appendix B: Courses Listed by Career Cluster

MATH	SCIENCE
<ul style="list-style-type: none"> • Supplemental Algebra (9) 1.0 • Foundation of Algebra A (9) 1.0 • Foundation of Algebra B (10) 1.0 • Algebra I AC, CP (9) 1.0 • Algebra Essentials 1.0 • Foundation of Geometry (11) 1.0 • Geometry AC, CP, HN (10-12) 1.0 • Intermediate Algebra (10-12) 1.0 • Algebra II CP, HN (10-12) 1.0 • Pre-Calculus/Trigonometry (11-12) 1.0 • Pre-Calculus HN (10-12) 1.0 • Calculus CP (11-12) 1.0 • AP Calculus AB (11-12) 1.0 • AP Calculus BC (11-12) 1.0 • Statistics CP (10-12) 1.0 • AP Statistics (11-12) 1.0 • Into Computer Science Essentials (9-12) 0.5 • Computer Science Essentials (10-12) 1.0 • AP Computer Science A (10-12) 1.0 • AP Computer Science Principles (10-12) 1.0 • Cybersecurity (10-12) 1.0 • General Math (9-12) 1.0 	<ul style="list-style-type: none"> • Integrated Science, CP (9) 1.0 • Conceptual Biology (9) 1.0 • Biology Essentials 1.0 • Biology CP, HN (9) 1.0 • AP Biology (11-12) 2.0 • Conceptual Chemistry (10) 1.0 • Chemistry CP, HN (10) 1.0 • AP Chemistry (11-12) 2.0 • Physical Science (1.0) • Physics CP, HN (11) 1.0 • AP Physics I (11-12) 2.0 • Environmental Science (11-12) 1.0 • AP Environmental Science (11-12) 1.0 • Zoology (10-12) 1.0 • Marine Biology (11-12) 1.0 • Human Anatomy and Physiology (11-12)1.0 • Forensic Science 1.0 • Principles of Biomedical Science 1.0 • Agricultural Science 1.0 • Plant & Soil Science 1.0 • Small Animal Science 1.0 • Large Animal Sci. & Production (10-12) 1.0 • FFA Leadership/Supervised Ag Experience (10-12) 1.0 • General Science (9-12) 1.0
ENGLISH	SOCIAL STUDIES
<ul style="list-style-type: none"> • English 9 AC, CP, or HN 1.0 • English 10 AC, CP, HN 1.0 • English 11 AC, CP, HN, AP 1.0 • English 12 AC, CP, HN, AP 1.0 • Foundations of English 9, 10, 11, 12 1.0 • ESL I, II, III, IV 1.0 • Classical Mythology (9-12) 0.5 	<ul style="list-style-type: none"> • American History AC, CP or HN (9) 1.0 • World History AC, CP or HN (10) 1.0 • Modern Civics AC, CP or HN (11) 1.0 • AP European History (10-12) 1.0 • Psychology CP or AP (11-12) 1.0 • Criminal Justice (11-12) 0.5 • Sociology (11-12) 0.5 • AP US History (11-12) 1.0 • AP US Government & Politics (11-12) 1.0 • General Social Studies (9-12) 1.0

*REQUIRED ELECTIVES	Health & Human Services
<ul style="list-style-type: none"> • Taking Care of Business (9) 0.25 • Seminar (9) 0.25 • Health (9-12) 0.5 • Lifetime Fitness and another Physical Education elective (9-12) 1.0 • Wellness Walking • Financial Fitness (11-12) 0.5 	Family Sciences <ul style="list-style-type: none"> • Foods I (9-12) 0.5 • Foods II (9-12) 0.5 • Foods III 10-12 (10-12) 0.5 • Child Care I & Development (9-12) 0.5
Digital Arts <ul style="list-style-type: none"> • Multimedia Exploration (9-12) 0.5 • Graphic Design (9-12) 0.5 • Intro to Digital Moviemaking (9-12) 0.5 • Digital Moviemaking II (9-12) 0.5 • Digital Moviemaking III (10-12) 0.5 • Digital Moviemaking IV (10-12) 0.5 • Sports Broadcasting (9-12) 0.5 Performing Arts <ul style="list-style-type: none"> • Concert Choir (9-12) 1.0 • Concert Band and Marching Band (9-10) 1.0 • Symphonic Band and Marching Band Audition Only 1.0 • String Orchestra 1.0 • Music Theory I (9-12) 1.0 • Guitar (9-12) 0.5 • Advanced Guitar (10-12) 0.5 • Piano (9-12) 0.5 • Advanced Piano (10-12) 0.5 Visual Arts <ul style="list-style-type: none"> • Art I (9-12) 0.5 • Art II 2-D Drawing and Painting (9-12) 0.5 • Art II 3-D Sculpture and Ceramics (9-12) 0.5 • Art III 2-D and 3-D (10-12) 0.5 • AP Art Studio/Portfolio Prep (11-12) 1.0 • Independent Study Art (11-12) 0.5 or 1.0 	Education <ul style="list-style-type: none"> • Psychology CP or AP (11-12) 1.0 • Child Care I & Development (9-12) 0.5 • World Language (Spanish 1-5, French 1-5, Latin 1-4) (9-12) 1.0 • Fundamentals of Public Speaking (10-12) 0.5 • Introduction to Creative Writing (10-12) 0.5 • Introduction to Journalism (10-12) 0.5 • Film Studies (11-12) 0.5 • Highway Traffic Safety (10-12) 0.25 • SAT Prep (10-12) 0.5 Literary Arts <ul style="list-style-type: none"> • Fundamentals of Public Speaking (10-12) 0.5 • Introduction to Creative Writing (10-12) 0.5 • Film Studies (11-12) 0.5 • Introduction to Journalism (10-12) 0.5 Government/Public Services <ul style="list-style-type: none"> • AP English (11-12) 1.0 • Psychology CP or AP (11-12) 1.0 • Criminal Justice (11-12) 0.5 • Sociology (11-12) 0.5 • AP European History (10-12) 1.0 • AP US History (11-12) 1.0 • AP US Government & Politics (11-12) 1.0 • World Language (Spanish 1-V, French 1-V, Latin 1-IV) (9-12) 1.0

<p>Health Services/Consumer Services</p> <ul style="list-style-type: none"> • Human Anatomy (11-12) 1.0 • AP Biology (11-12) 2.0 • Psychology CP or AP (11-12) 1.0 • Child Care I & Development (9-12) 0.5 • Statistics (10-12) 1.0 • Health Education (9-12) 0.5 REQUIRED ELECTIVE • Lifetime Fitness (9) 0.5 REQUIRED ELECTIVE • Physical Education (9-12) 0.5 • Advanced Physical Education (10-12) 0.5 • Controlling Stress and Tension (9-12) 0.5 • Athletic Conditioning (10-12) 0.5 • Personal Fitness (9-12) 0.5 • First Aid and Safety (10-12) 0.25 • Principles of Biomedical Science 1.0 	<p>Other Special Electives</p> <ul style="list-style-type: none"> • Aide (12th grade only) Library, Guidance, ESL, Life Skills, Academic Classes and Main Office (no credit) • Dual Enrollment • College Programs (Cecil, DCCC, and Thaddeus- 12th gr only) • Independent Study (12th Only) 0.5 or 1.0(Administration approval) • Project Lead the Way Introduction to Engineering Design, Principles of Engineering Design, Aerospace Engineering, Civil Engineering and Architecture, Computer Science Essentials, AP Computer Science Principles, AP Computer Science A, Cybersecurity • Work Exp. (12th only) • Structured Study Session (9-12) no credit • The Technical College High School (10-12) 3.0 • Octorara Homeland Security (10-12) 3.0 • Air Force Junior ROTC (9-12) 1.0 • Career & Technical Education Agricultural Program (10-11) 3.0
<p>Business, Finance, & Marketing</p>	<p>Construction, Manufacturing, Science, & Engineering</p>
<ul style="list-style-type: none"> • Taking Care of Business (9) 0.25 REQUIRED ELECTIVE • Financial Fitness 0.5 REQUIRED ELECTIVE FOR 11th • Advance Computer Apps (9-12) 0.5 • Web Design I (9-12) 0.5 • Accounting (10-12) 1.0 • Advanced Accounting (11-12) 1.0 • Entrepreneurship (11-12) 0.5 • Intro to Business (9-12) 0.5 • Economics (9-12) 0.5 • Business Law & Management (9-12) 0.5 • Intro to Computer Science Essentials (9-12) 0.5 • Computer Science Essentials (9-12) 1.0 • AP Computer Science A (10-12) 1.0 • AP Computer Science Principles (10-12) 1.0 	<ul style="list-style-type: none"> • Graphic Design (9-12) 0.5 • Intro to Digital Moviemaking (9-12) 0.5 • Digital Moviemaking II (9-12) 0.5 • Digital Moviemaking III (10-12) 0.5 • Digital Moviemaking IV (10-12) 0.5 • Intro to Engineering Design (9-12) 1.0 • Principles of Engineering Design (10-12) 1.0 • Aerospace Engineering (11-12) 1.0 • Civil Engineering and Architecture (11-12) 1.0

*It is **recommended** students take 2 years of a consecutive language as well as a lab science. In addition, registering with the NCAA Clearinghouse, please check with your counselor on required classes.