Oxford Area High School
Course Selection Guide
Incoming 9th Grade Students
2017-2018 School Year

Oxford Area School District

Oxford Area High School

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
Dana Douglas, Assistant Principal
Matthew Hovanec, 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.

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 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.

Early College Academy (ECA)
The Early College Academy is a dual enrollment partnership between Oxford Area High School and Cecil College or Delaware County Community 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 at the respective post-secondary institution upon graduation from Oxford Area High School.

INTRODUCTION

The 2017-2018 *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

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.

Students who will be in 9th grade in the 2017-2018 school year should request a total of eight (8.0) credits, plus alternates.

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).

Students should bring their course selection sheets to their individual meeting with the high school counselors, currently scheduled for Thursday, March 9, 2017

Course requests for incoming 9th grade students will be entered by OAHS staff.

Guidance counselors will then 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:
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:
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 following circumstances:

- irresolvable scheduling conflict
- scheduling error
- a failing grade in a current course
- a course pre-requisite 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. 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 written approval of the Principal.

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.

To request a schedule change, the student must obtain a "Schedule Change Request" form or a "Parent Request to Override a Level Recommendation" form from his or her counselor. Course changes must have the approval of the teacher(s), the parent, the counselor and the administrator.

DUAL ENROLLMENT AND ARTICULATED COURSES

Partnerships have been established with various post-secondary institutions, including Delaware County Community College, Cecil College, Pennsylvania College of Health Sciences, West Chester University, 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: 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
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 complete a Graduation Project. Please see the OAHS website for more information.**
2. Per Act 82 of 2013, beginning with the graduating Class of 2019, students must demonstrate proficiency in Algebra 1, Literature, and Biology as measured by Keystone Exams or the alternative Project Based Assessment (see below).

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 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.
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. Beginning with the Class of 2019, students must earn credits in Biology, Chemistry, and Physical Science/Physics.
Health & Physical Education	Students must earn credits in two semesters (1.0 credit) of Physical Education, including Lifetime Fitness, and complete one Health Education course (0.5 credits).
Business Education and Technology Information	Students must complete Personal Finance (0.25 credits) and Personal Computer Applications I (0.5 credits.). Students who complete ATP Seminar will have that course fulfill this requirement.
Electives	Students must take Freshman Seminar 0.25 credits. Students who complete ATP Seminar will have that course fulfill this requirement. 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, Academic Support, World Languages, Family and Consumer Science, Technology Education, English, Math, Science and Social Studies electives.

KEYSTONE EXAMS

Keystone Exams are end–of-course state assessments in designated content areas. The Keystone Exams serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the class of 2019, per revisions to Chapter 4 regulations pertaining to high school graduation.
Beginning with the Class of 2019, students must demonstrate proficiency in Algebra 1, English Language Arts (Literature) and Biology.
Students have until the end of 11th grade to demonstrate proficiency on Keystone Exams. If a student does not demonstrate proficiency by then, the student will have the opportunity to demonstrate proficiency in the Project Based Assessment (PBA).

PROMOTION RECOMMENDATIONS

Promotion is based on the cumulative number of credits successfully completed each year. Below, is a guideline to follow to maintain the appropriate schedule for graduation in conjunction with departmental graduation requirements:

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

GRADUATION PROJECT

The Graduation Project is designed to meet local graduation requirements, as well as the Chapter 4 Regulations established by the Commonwealth of Pennsylvania. Chapter 4 mandates that each school district specify requirements for graduation. Requirements must include course completion and grades, completion of a culminating project, and results of assessments aligned with the academic standards and a demonstration of proficiency. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. Completion of a culminating project in one or more areas of concentrated study will be under the guidance and direction of the high school faculty, only. The project may include research, writing, or some other appropriate form of demonstration.
The Graduation Project is required of all students. Students can begin their graduation project any time during their high school career. The graduation project must be completed by November of the student's senior year. See the high school website for detailed information.

ACADEMICALLY TALENTED PROGRAM

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.

COLLEGE ENTRANCE EXAMS

Most colleges and universities require that applicants take at least one entrance exam in order to be considered for admission to their institution. Entrance exams allow colleges to compare the scores of students from different high schools. The scores supplement the student's academic record and often factor in the school's admissions decisions. The purpose of the entrance exams is to predict a student's ability to succeed during his or her first year in college. Students typically take these exams during their junior and/or senior year in high school. The student is responsible for determining which tests are required for admission by the colleges he/she is interested in attending. In addition, the student must ensure that he/she meets the registration deadlines and requests that score reports are sent to the appropriate schools by the applicable deadlines. Students should consult with their counselor to establish a plan to take the necessary college entrance exams at the appropriate stage in their high school careers. SAT: www.collegeboard.org, ACT: www.actstudent.org

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 FRESHMAN – 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.

FAMILY CONNECTION PLANNING TOOLS

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

To access the OAHS Family Connection website, type the following link into your web browser:

http://connection.naviance.com/oxfordahs

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

Family Connection 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.

Family Connection will be used in collaboration with Naviance, 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.

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

Subject:	9th Grade:	10th Grade:	11th Grade:	12th Grade:
English	English 9 CP English 9 HN	English 10 CP English 10 HN	English 11 CP English 11 HN	English 12 CP English 12 AP – Literature and Composition English 12 Honors
Social Studies	American History American History HN	World History World History HN AP European History	Civics Civics HN AP US History (may be taken as an elective in 11th or 12th grade)	Social Studies Electives AP US History AP Psychology
Science	Biology HN	Chemistry HN	AP Physics Physics HN Science Electives	AP Biology AP Chemistry Science Electives
Math	Refer to "Recommended Math Course Sequence"			
World Languages	Spanish I or II French I or II Latin I	Spanish I, II, or III French I, II, or III Latin I or II	Spanish I, II, III, or IV French I, II, III, or IV Latin I, II, or III	Spanish II, III, IV, or V French II, III, IV, or V Latin II, III, or IV
Health and Physical Education	Lifetime Fitness Health	Health PE elective	PE elective	PE elective
Electives	Freshman Seminar Personal Finance Personal Computer Applications I Electives	Electives	Electives	Electives

NOTES:

1. ATP Seminar will fulfill the requirement of Personal Finance and Freshman Seminar.
2. 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 and 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

Subject:	9th Grade:	10th Grade:	11th Grade:	12th Grade:
English	English 9 CP English 9 HN	English 10 CP English 10 HN	English 11 CP English 11 HN	English 12 CP English 12 AP – Literature and Composition English 12 Honors
Social Studies	American History American History HN	World History World History HN AP European History	Civics Civics HN AP US History (may be taken as an elective in 11th or 12th grade)	Social Studies Electives AP US History AP Psychology
Science	Biology HN Biology	Chemistry HN Chemistry	Physics HN Physics Science Electives	AP Biology AP Chemistry Science Electives
Math	Refer to "Recommended Math Course Sequence"			
World Languages	Spanish I or II French I or II Latin I	Spanish I, II, or III French I, II, or III Latin I or II	Spanish I, II, III, or IV French I, II, III, or IV Latin I, II, or III	Spanish II, III, IV, or V French II, III, IV, or V Latin II, III, or IV
Health and Physical Education	Lifetime Fitness Health	Health PE elective	PE elective	PE elective
Electives	Freshman Seminar Personal Finance Personal Computer Applications I Electives	Electives	Electives	Electives

NOTES:

1. ATP Seminar will fulfill the requirement of Personal Finance and Freshman Seminar.
2. 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 and 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

Subject:	9th Grade:	10th Grade:	11th Grade:	12th Grade:
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	World History	Modern Civics	Social Studies Electives
Science	Conceptual Biology Biology	Conceptual Chemistry Chemistry	Conceptual Physics Physical Science	Science Electives
Math	Refer to "Recommended Math Course Sequence"			
Health and Physical Education	Lifetime Fitness Health	Health PE elective	PE elective	PE elective
Electives	Freshman Seminar Personal Finance Personal Computer Applications I Electives	Electives TCHS	Electives TCHS	Electives TCHS

NOTES:
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.

RECOMMENDED MATH COURSE SEQUENCE

8th Grade:	9th Grade:	10th Grade:	11th Grade:	12th Grade:
Geometry HN	Algebra II HN	Pre-Calculus HN	AP Calculus AB AP Statistics	AP Calculus BC AP Statistics
Algebra I • 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 • Final Course Grade 75-89% • Proficient or Advanced on Algebra 1 Keystone Exam	Geometry CP	Algebra II CP	Pre-Calculus/Trigonometry CP Algebra III with Trigonometry	Calculus CP AP Statistics Statistics CP
Algebra I • 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 Algebra III with Trigonometry
8th Grade Math	Algebra I CP	Geometry CP	Algebra II CP	Pre-Calculus/Trigonometry CP Statistics CP Algebra III with Trigonometry
8th Grade Math	Algebra I AC	Geometry AC	Intermediate Algebra	Algebra II CP
8th Grade math	Foundations of Algebra	Algebra I AC	Geometry AC	Intermediate Algebra

NOTES:

1. 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.
2. The above sequence assumes that all pre-requisites are fulfilled. Grades, district assessments, and state assessments will determine course placement.

RECOMMENDED SCIENCE COURSE SEQUENCE

9th Grade		**10th** Grade		**11th** Grade		Science Electives for **10th, 11th, & 12th** grade	
Course:	Prerequisite:	Course:	Prerequisite:	Course:	Prerequisite:	Course:	Prerequisite:
Conceptual Biology	NONE Guideline: <75 8th grade math	Conceptual Chemistry	Algebra I	Physical Science OR Conceptual Physics	NONE Geometry	Environmental Science --- --- Zoology --- Agricultural Science	2 science courses --- 2 science courses --- 2 science courses --- Biology
Biology	Guideline: 8th grade math 75-90	Chemistry	Algebra 1 >75	Conceptual Physics OR Physics OR Honors Physics	Geometry Geometry >75 Geometry >90	AP Biology --- AP Chemistry --- AP Environmental Science --- AP Physics	Chemistry or Honors Chemistry --- Honors Chemistry --- Chemistry or Honors Chemistry --- Algebra II
Honors Biology	Algebra 1 >90	Honors Chemistry	Algebra 1 > 90	Honors Physics	Algebra II	--- Marine Biology --- Human Anatomy and Physiology --- Forensic Science --- Agricultural Science	--- Chemistry --- Chemistry --- Biology --- Biology

NOTES:

1. Beginning with the Class of 2019, students must take Biology, Chemistry, and Physics/Physical Science to fulfill graduation requirements for Science.
2. Beginning with the Class of 2019, students will follow the above outlined course sequence.
3. Students in the Class of 2018 who have taken Chemistry will be encouraged to follow the above outlined course sequence. Students in the Class of 2018 who have not taken Chemistry may schedule science courses and electives based on prerequisites to meet 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 Addendum A (page 69): OAHS English Department Required Summer Reading Summer 2017*****

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. In addition to selections of literature from the Common Core Literature Grade 9 textbook, students will read *Of Mice and Men*, *The Odyssey,* and *Romeo and Juliet*. 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 intensive instruction and review of grammar, mechanics and usage 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: 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. In addition to selections of literature from the Common Core Literature Grade 9 textbook, students will read *Of Mice and Men*, *The Odyssey, Romeo and Juliet*, and *To Kill a Mockingbird*. 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 intensive instruction and review of grammar, mechanics and usage 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: Teacher Recommendation; Students must also sign an agreement to complete summer reading from a department provided list.

1020 ENGLISH 9 HN
This course forms the basis for students wishing to continue study throughout Honors courses that culminate with the Advanced Placement course. The study of literature from various genres forms the background of this course with discussion focusing on comprehension, analysis, and evaluation. In addition to selections of literature from the Common Core Literature Grade 9 textbook, students will read *Anthem, I Know Why the Caged Bird Sings*, *Romeo and Juliet*, *The Odyssey,* and *To Kill a Mockingbird*. Writing instruction includes informational and persuasive styles, as well as the five-paragraph essay, introduction to the research paper, and character and theme analysis. 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 test terminology.
Prerequisite: Teacher Recommendation; Students must also sign an agreement to complete summer reading from a department provided list.

ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

1240 ESL ENTERING
Credit**:** 2.0
This language acquisition course develops the English language skills of English Language 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 Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.
Prerequisite: Score of 1.0-1.9 on the W-APT assessment or teacher recommendation.

1200 ESL BEGINNING
Credit**:** 1.0
This language acquisition course is for English Language 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. This course will develop the students Cognitive Academic Language Proficiency (CALP). This course also provides English Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.
Prerequisite: Successful completion of ESL ENTERING, or a score of 1.9-2.9 on the W-APT/ACCESS assessment, or teacher recommendation.

1210 ESL DEVELOPING
Credit**:** 1.0
This language acquisition course is for English Language 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 Language Learners with additional instructional support in the areas of Listening, Speaking, Reading and Writing.
Prerequisite: Successful completion of ESL BEGINNING or score of 3.0-3.9 on the W-APT/ACCESS assessment, or teacher recommendation.

1220 ESL EXPANDING
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.
Prerequisite: Successful completion of ESL DEVELOPING or score of 3.9-4.9 on the W-APT/ACCESS assessment, or teacher recommendation.

1242 ESL ACADEMIC
Credit: 1.0
This course will emphasize the development and refinement of study and organizational skills as they apply to other subject areas for students who require ESL 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 recommended.

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 presents a chronological history of the United States from the year 1900 up to the present. 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.

2010 AMERICAN HISTORY HN
Credit**:** 1.0
This course presents a chronological history of the United States from the year 1900 up to the present. 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. The Honors course emphasizes critical thinking, working with primary sources, and recognizing the interpretive nature of historical writing.
Prerequisite: See course guidelines for Honors.

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.

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. *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. *A scientific calculator is required.*
Prerequisite: 8th grade math.

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.

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: Algebra I in 8th Grade

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 Alg 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

Recommended graphing calculators include:
TI 83, TI 83+, TI 84, TI 84+, TI 86, TI 86+, TI 89.

COMPUTER SCIENCE COURSES

3140 INTRODUCTION TO COMPUTER SCIENCE
Credit: 0.5
This course introduces principles of computation and programming with an emphasis on program design. Topics include design and implementation of programs that use a variety of data structures, functions, conditionals, and recursion. Students will be expected to design, implement, and debug programs in a functional programming language. The following fundamental computer science techniques are integrated into the course material: algorithms, data structures, analysis, problem solving, abstract reasoning, and collaboration.
Prerequisite: Successful completion **of** Algebra 1

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 (Biology, Chemistry, 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.

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

4035 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. 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: 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: Teacher recommendation (As a guideline, students performing greater than a 90 in Algebra 1 should select this course)

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.

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:

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:

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 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.

5121 SPANISH FOR NATIVE SPEAKERS A
Credit: 1.0
Designed for students for whom Spanish is a native or heritage language and who speak Spanish at home. This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. Goals for this course are to expand and challenge students' existing proficiency and to develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events. Students will read and critically analyze authentic works of literature in Spanish.
Prerequisite: A final grade of 70% or better in Spanish I-IV, or teacher recommendation.
Student must be a native or heritage speaker and pass a placement test prior to enrollment.

5125 SPANISH FOR NATIVE SPEAKERS B
Credit: 1.0
Designed for students for whom Spanish is a native or heritage language and who speak Spanish at home. This course offers Spanish-speaking students an opportunity to study Spanish formally in an academic setting in the same way native English-speaking students study English language arts. Goals for this course are to expand and challenge students' existing proficiency and to develop reading, writing, speaking and listening skills. The student will also develop an awareness and understanding of Hispanic cultures, such as language variations, customs, geography and current events. Students will read and critically analyze authentic works of literature in Spanish.
Prerequisite: A final grade of 70% or better in Spanish for Native Speakers A, Spanish I-IV, or teacher recommendation.
Student must be a native or heritage speaker and pass a placement test prior to enrollment.

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. During Art Year III, the student may take either one or both courses to be able to advance to Art Year IV.

ART YEAR I:

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

MUSIC COURSES

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: None

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

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

5345 BEGINNING CONCERT CHOIR
Credit: 1.0
The Beginning Concert Choir is a performing group for all 9th grade and first year students that sings a wide range of musical selections from classical works to popular pieces. Students will frequently perform with the Concert Choir. 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. After completing this course, students will be automatically eligible for the Concert Choir.
Prerequisite: None

5355 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. *This course is for 1st and 2nd year band students.*
Prerequisite: Membership in the 8th grade band and/or teacher approval.
Special Requirements: Attendance is required at summer band camp from August 1st – August 4th, 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.

BUSINESS EDUCATION AND 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.

6004 PERSONAL FINANCE
Credit: 0.25 (Graduation Requirement)
Students learn the basics of budgeting, banking, saving, investing, preparing taxes, and using credit through a variety of real-world examples. Students will prepare for a lifetime of solid financial planning and decision making in light of potential economic challenges and trade-offs. *Special Note this course is paired with Freshman Seminar to comprise a full semester of coursework.
Prerequisite: None

6005 PERSONAL COMPUTER APPLICATIONS I
Credit: 0.5 (Graduation Requirement)
Students apply word processing, spreadsheet analysis, presentation, database, publication, and Internet browser software to a host of real-world business projects. Students learn to manage business scenarios and communicate effectively through flyers, research papers, business documents, budgets, income and expense statements, inventory control calculations, financial reports, sales presentations, employee record systems, product listings, newsletters, advertisements, and other workplace simulation assignments.
Prerequisite: None

6010S PERSONAL COMPUTER APPLICATIONS II
Credit: 0.5
Students apply advanced word processing, spreadsheet analysis, presentation, database, publication, and Internet browser software to real-world business projects. Techniques extend beyond those covered in Personal Computer Applications I, 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.
Prerequisite: A final grade of 80% or better in Personal Computer Applications I

6020 WEB DESIGN

Credit: 0.5

Students generate web pages using (HTML) Hypertext Markup Language as well as (CSS) Cascading Style Sheets. Topics covered are titles, headings, text formatting, bulleted lists, hyperlinks, targets, paragraphs, backgrounds, images, colors, fonts, tables, image maps, frames, and forms will be covered for each method. Content development, layout planning, site testing, implementation, and maintenance issues will become increasingly important with each unit as concepts are applied cumulatively.
Prerequisite: A final grade of 80% or better in Personal Computer Applications I

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 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.

WOOD TECHNOLOGIES

6210 BASIC WOODWORKING I
Credit**:** 0.5
This class is designed to introduce students to a safe understanding of woodworking design principles and practices through the use of hand tools and machines. The course will expose the student on how to begin a project with rough sawn wood and end with a completed project at the conclusion of the finishing process. Students will learn safe work habits, planning and layout techniques, as well as clean up practices through the construction of several introductory projects. Safety glasses will be provided, but it is suggested that students purchase and maintain their own.
Prerequisite: None

6220 WOODWORKING II
Credit**:** 0.5
This second level course is a continuation of the practices introduced in Basic Woodworking I. It will focus on project design process and developing a more advanced knowledge of machine use and terms. Required projects are intended to develop and enhance the students' knowledge of woodworking joints and use of math for problem-solving related to design. Students will be introduced to the use of a finish nailer. Safety glasses are provided, but it is suggested that students purchase and maintain their own.
Prerequisite: A final grade of 70% or better in Basic Woodworking I

VISUAL COMMUNICATIONS TECHNOLOGIES

6255 PRINTING TECHNOLOGIES: PAST AND PRESENT
Credit 0.5
This hands-on, project based course is intended to introduce students to a variety of printing technologies. Topics to be studied include but are not limited to: communications, relief printing, typography, book making, screen-printing, gravure printing, offset printing, photographic printing and digital printing. Units of study will combine lessons on how the printing technologies have developed as well as a hands-on opportunity to try the learned technology. Career awareness within the printing industry will also be explored.
Prerequisite: None

6256 PRINTING TECHNOLOGIES: PAST AND PRESENT LEVEL II
Credit 0.5
This Level II hands-on, project based course is intended to extend the experiences and skills learned in Level I. Extensive time will be spent in the areas of screen printing, digital photography, and desktop publishing. Opportunities for students to try their hand at air brushing will be provided. Units of study will place emphasis on current methods of printing and practices used in the industry today.
Prerequisite: A final grade of 75% or better in Printing Technologies: Past and Present

6260 GRAPHIC DESIGN
Credit: 0.5
This hands-on, project based course is intended to introduce students to the visual Elements and Principles used in the graphic design industry. Students will be expected to create/develop their own solutions to a variety of design problems. As they investigate and learn the characteristics of effective visual imagery. Students will also be expected to work within a design team to complete several projects. An array of mediums/substrates, including screen-printing and digital photography will be used to produce the designed project work. Microsoft Publisher will be utilized as the prominent computer design program. Career awareness within the graphic design industry will also be explored.
Prerequisite: None

6285 TV/VIDEO PRODUCTION I

Credit: 0.5

This semester course will introduce students to the electronic media of television communication through videography. Most of the course will be spent learning how to use a video equipment to effectively communicate using video shots and 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.). Additionally, each student will be expected to produce five types of final edited projects on DVD complete with scripts, shot lists and storyboards. Successful completion of this course with a 75% or better will be required of students who desire to make use of the TV studio to prepare multimedia presentations for other classes and to advance to the second level course.

Prerequisite: None

6290 TV/VIDEO PRODUCTION II

Credit: 0.5

This semester course will have students continue to study the electronic media of television communication concentrating on video production. **Much of the course will be spent continuing the use of Adobe Premiere and Photoshop,** as well as **learning** additional camera techniques including lighting and special effects. Students will use different audio techniques, specifically external microphones, and their importance in video productions. Students will work in teams using digital video equipment camera 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 TV/Video Production I

6300 MECHANICAL DRAWING

Credit: 0.5

This course is an introduction to the proper use of drafting instruments and drafting room practices. The first half of the course will concentrate on Orthographic and Isometric drafting techniques using current drafting instruments. During the second half of the course the students will be introduced to engineering practices through the use of SolidWorks CAD (Computer Aided Drafting). A portfolio of drawings will be produced using both methods of drafting. This course will be of value to any student, especially those considering careers in drafting, engineering, architecture, design, manufacturing, the building trades, the machining/woodworking trades or any other technical field. No prerequisite for this course.

Prerequisite: None

6310 ARCHITECTURAL DRAWING & DESIGN

Credit**:** 0.5

Students taking this course will design a house and produce scaled, dimensioned drawings, a set of CAD (computer aided drafting) plans and a three-dimensional model of that residence. Topics that will be studied include architectural styles, basic house designs, construction materials and techniques, construction costs and financing, room planning, energy conservations, floor plans, elevation (exterior) views, basic drafting techniques, three dimensional models and CAD.

Prerequisite: A final grade of 70% or better in Mechanical Drawing or PLTW Introduction to Engineering and Design.

6320 ENGINEERING DESIGN

Grade Level**:** 9 - 12

Credit**:** 0.5

Students in this course will design, build, test and evaluate working solutions to real life problems. Basic engineering concepts, problem solving methods and design techniques will be studied. Students will expand their CAD (computer aided drafting) knowledge by completing more complicated drawings such as exploded views, cross sections, shell designs and designing and drawing a consumer product. CAD technology will be fully used in this course.

Prerequisite: A final grade of 70% or better in Mechanical Drawing or PLTW Introduction to Engineering and Design.

PROJECT LEAD THE WAY

Project Lead The Way (PTLW) 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.

6365PLTW COMPUTER SCIENCE ESSENTIALS
Credit 1.0
Stu dents will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. They will use a visual programming language and advance to text-based programming. Throughout the course, students will have opportunities to apply computational thinking practices and collaborate just as computing professionals do to create products that address topics and problems important to them.
Prerequisite: Successful completion of Algebra I

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.

6340 CREATIVE CRAFTS
Credit**:** 0.5
This course is designed to expose students to a variety of textile materials and handcraft skills and techniques. Students will complete several mini projects and one major project of their choice each marking period. Craft techniques include**:** embroidery, counted cross-stitch, plastic canvas needlepoint, latch hook, appliqué work, doll making, and quilting. Students will learn how to operate a sewing machine. ***Special Requirements:*** Some cost depending on projects chosen.
Prerequisite: None

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: Successful completion of Foods I.

6380 FOODS III
Credit**:** 0.5
This semester course will introduce .students to the science behind food and cooling. It will also explore how our food choices are influenced by our culture and customs. **A variety of labs and activities are designed to illustrate the practical application of food science in the world we live in**. 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 judged by a panel of judges. Students will also research a foreign country and be able to describe its food customs, understanding how climate, geography and culture have influenced the food they eat**.**
Prerequisite: Successful completion of Foods II.

6400 LIFE SKILLS
Credit**:** 0.5
This course will help prepare students to function successfully in the years beyond high school. Students will explore situations associated with being on their own, such as: housing choices, money management, consumerism, good nutrition, shopping and caring for clothes, advertising, and owning and operating a car.
Prerequisite: None

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 be 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

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 and yoga. This course will develop the students' stress reducing skills by focusing on advanced techniques in relaxation and wellness. Students will study the art and science of yoga flow, meditation, breath work, writing techniques, and other modalities to ensure a healthy, peaceful quality of life.
Prerequisite: Successful completion of Lifetime Fitness.

GENERAL ELECTIVE COURSES

Approval required.

8030 FRESHMAN SEMINAR
Credit: 0.25
This course will be required of *all entering ninth-grade students*. The purpose of this course is to assist ninth-graders with the transition to high school and prepare them for the higher level of academic work. Students will participate in lessons and activities that use a variety of both innovative and traditional teaching techniques. Students will learn effective study strategies, note-taking skills, time management, as well as social and human relations skills they need to succeed in their major academic subjects and everyday life. Furthermore, students will be exposed to the wealth of opportunities that await them following graduation from high school, including college and career prospects. *Special Note this course is paired with Personal Finance to comprise a full semester of coursework.
Prerequisite: None

NON-GRADED COURSES

8100 STRUCTURED STUDY SESSION
Credit: 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

ACADEMIC 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. The HS Administration will roster students in these courses based on individual student performance and need.

6504 TRANSITIONS III

Credit: 0.5 or 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: None

6506 TRANSITIONS IV

Credit: 0.5 or 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 the final portion of their Graduation Project. 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: None

6537 ACADEMIC SUPPORT

Credit: 0.5 or 1.0

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.

- 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

6511YR LITERACY SEMINAR

Credit: 0.5 or 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. This course will include Wilson and SRA for students in need of this type of programming.

- 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
- Student progress will be monitored periodically throughout the year using formative assessment

Prerequisite: None

6538YR MATH SEMINAR
Credit: 0.5 or 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
• Student progress will be monitored periodically throughout the year using formative assessment
Prerequisite: None

6536 POSITIVE SOCIAL NETWORKING
Credit: .5 or 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: None

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 *Animal Farm, Of Mice and Men*, and *Romeo and Juliet*. 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 paragraph and essay writing. Keystone Exam preparation will be highly focused in areas of test-taking strategies and test terminology.
Prerequisite: Teacher recommendation.

3013ACP 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: 8th grade math, teacher recommendation.

ACADEMICALLY TALENTED PROGRAM (ATP) COURSES

6550 ATP SEMINAR 9
Credit: 0.5
This course is designed to parallel and enrich the math/science and English/Social Studies curriculum in the high school. The seminar involves active learning through discussion. The students are involved in an intellectual dialogue with open-ended questions and engaging assignments. In addition, the class will orient ATP students to the high school and available extracurricular activities. This course will meet the freshman requirements for Freshman Seminar/Personal Finance and Personal Computer Applications I.
Prerequisite: Meet Oxford Area School District's and Pennsylvania Department of Education's definition of gifted.

SUPPLEMENTAL INSTRUCTION AND PROJECT BASED ASSESSMENT COURSES

Students will not self-select these courses.
OAHS Administration will schedule students in these courses in place of requested electives based on individual student performance on Keystone Exams.

Keystone Exams are designed as end-of-course state assessments that serve two purposes: (1) high school accountability assessments for federal and state purposes, and (2) high school graduation requirements for students beginning with the class of 2017, per revisions to Chapter 4 regulations pertaining to high school graduation. Students have until the end of 11th grade to demonstrate proficiency on Keystone Exams. Students who score Below Basic or Basic may re-take Keystone Exams up to three times per school year, so long as "supplemental instruction" has been provided to assist the student in reaching proficiency. The following courses have been designed to provide supplemental instruction in the Keystone Exam tested content areas to increase and improve knowledge and skills assessed in those courses.

The Pennsylvania Department of Education (PDE) has developed a project based assessment system (PBA) that is aligned with the modules for each Algebra I, Biology, and Literature Keystone Exam for students who are unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module. Successful completion of a PBA aligned to the Keystone Exam or Keystone Exam module on which a student did not demonstrate proficiency shall satisfy the Chapter 4 Keystone Exam graduation requirements.

3030SI SUPPLEMENTAL INSTRUCTION FOR ALGEBRA I
Credit: 0.5
This course is designed to provide supplemental instruction to improve the knowledge and skills taught in Algebra 1. 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. *A scientific calculator is required.*
Prerequisite: Below Basic or Basic on the most recent Algebra I Keystone Exam.

3030PBA PROJECT BASED ASSESSMENT FOR ALGEBRA I
Credit: 0.5
This course is designed to provide tutoring support for students completing the PBA for Algebra 1. The assigned tutor will also serve as the testing monitor towards the student's completion of the PBA. The credit earned from this course counts as an elective credit for graduation.
Prerequisite: Below Basic or Basic on Algebra I Keystone Exam and qualification for PBA per state regulations

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 interested in participating and applying should use the following course code when selecting Early College Academy for inclusion on the student's 9th grade high school roster:

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.

The actual Early College Academy coursework is as follows:

<u>9th grade:</u>
Semester 1:
COU101 Career Development
PED 104 Walking for Fun and Fitness I
College Seminar

Semester 2:
HEA130 Healthful Living I
PED204 Walking for Fun and Fitness II
College Seminar

10th grade:
Semester 1:
CIS101 Introduction to Computer Concepts
SPN101 Beginning Spanish (college level language study)
College Seminar

Semester 2:
SPH141 Public Speaking
SOC101 Introduction to Sociology
College Seminar

11th grade:
Semester 1:
EGL101 Freshman Composition
HST110 World History I
Concentration Elective
College Seminar

Semester 2:
EGL102 Composition and Literature
HST111 World History II
PSC105 General Physical Science with Lab
Concentration Elective
College Seminar

EARLY COLLEGE ACADEMY

The Early College Academy is a dual enrollment partnership between the Oxford Area High School and Delaware County Community College (DCCC). 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 DCCC 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 DCCC and OAHS staff members. Students accepted into the program will receive an acceptance letter signed by both parties.

9th grade:
Semester 1:
Foundations of College Success
Foundations of English
Foundations of Reading

Semester 2:
MUS 101 Fundamentals of Music
INT 100 Student Success

TECHNICAL COLLEGE HIGH SCHOOL

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.

ALLIED HEALTH SCIENCE TECHNOLOGY

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 rotating among various departments at either Brandywine Hospital or Jennersville Regional Hospital, where they learn about health care careers first hand from all departments of the hospital. The classroom portion of the course deals with medical terminology, ethics, and reviews the clinical experience. Students are expected to develop clinical objectives and to maintain a portfolio detailing their learning experiences and skills mastered during their clinical rotations. A special application is required through OAHS Guidance Department.

APPLIED ENGINEERING TECHNOLOGY

The Applied Engineering Technology program allows students to earn up to 16 college credits in electronics during their junior and senior years of high school. Students in this program are dually enrolled at Delaware County Community College and TCHS. A special application is required through OAHS Guidance Department.

HEALTHCARE PATHWAYS

The Health Career Academy offers dual enrollment option for qualified students entering the 11th grade with an interest in a nursing career. The curriculum of study requires a two-year commitment and will provide both theory and experience in a high-tech clinical simulation lab as well as health care institutions. This new and innovative program establishes a financially rewarding career path to various high-priority health careers in which extreme workforce shortages are forecast for the next decade. Career counseling will be an integral part of the program. Successful completion of the program will result in attainment of 14 college credits applicable to various postsecondary health related programs as well as advanced standing specifically in the CCIU Practical Nursing Program and the DCCC Registered Nursing Program A special application is required through OAHS Guidance Department.

TEACHER LEADERSHIP

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.

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 & PROTECTIVE SERVICES ACADEMY

The Octorara Area Career and Technical Education (OA-CTEP) Homeland Security and Protective Services Academy is pleased to announce a partnership with the Chester County Public Safety Training Campus. The training campus is located at 137 Modena Road in Coatesville, PA.

The Academy prepares students to apply technical knowledge and skills required to perform entry-level duties in law enforcement, firefighting, emergency medical services, and other safety services. This program stresses the techniques, methods and procedures specific to the areas of criminal justice, fire protection, and emergency medical services, especially in emergency and disaster situations. In addition, students receive training in social and psychological skills, map reading, vehicle and equipment operations, the judicial system, pre-hospital emergency medical care and appropriate emergency assessment, treatment and communication.

Enrollment is limited to students in grades 10-12. A strict selection process exists for this program as Oxford Area School District has very limited enrollment opportunities for this program.

Required Reading for Summer 2017
OAHS English Department

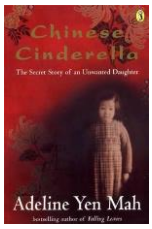
9th Grade

- Students entering the 9 Honors course MUST choose the cluster of texts designated for 9 Honors (Cluster 4).
- All other students must choose one of the themed clusters listed below (Cluster 1-3) and complete the reading of two texts. Students may not mix and match texts from different clusters. Within each cluster, students must read the non-fiction text designated "Required Read," but they may choose one of the three fiction texts listed.

Cluster 1
Theme: Coming of Age

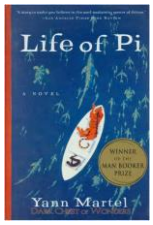
This cluster includes the most accessible reads.

REQUIRED READ:

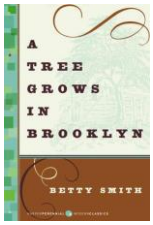


Chinese Cinderella: The Secret Story of an Unwanted Daughter by Adeline Yen Mah (nonfiction)
Adeline Yen Mah tells the story of her painful childhood and her ultimate triumph and courage in the face of despair. Adeline's affluent, powerful family considers her bad luck after her mother dies giving birth to her. Life does not get any easier when her father remarries. She and her siblings are subjected to the disdain of her stepmother, while her stepbrother and stepsister are spoiled. Although Adeline wins prizes at school, they cannot compensate for what she really yearns for -- the love and understanding of her family. (960L)

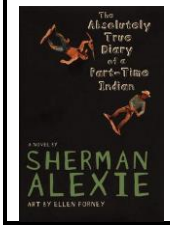
CHOOSE ONE (all fiction):



Life of Pi by Yann Martel
The son of a zookeeper, Pi Patel has an encyclopedic knowledge of animal behavior and a fervent love of stories. When Pi is sixteen, his family emigrates from India to North America aboard a Japanese cargo ship, along with their zoo animals bound for new homes. The ship sinks. Pi finds himself alone in a lifeboat, his only companions a hyena, an orangutan, a wounded zebra, and Richard Parker, a 450-pound Bengal tiger. (830L)



A Tree Grows in Brooklyn by Betty Smith
Smith's *A Tree Grows in Brooklyn* tells the story of young, sensitive, and idealistic Francie Nolan and her bittersweet formative years in the slums of Williamsburg. The daily experiences of the unforgettable Nolans are raw with honesty and tenderly threaded with family connectedness. (810L)



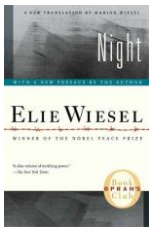
The Absolutely True Diary of a Part-time Indian by Sherman Alexie
The Absolutely True Diary of a Part-Time Indian, which is based on the author's own experiences, coupled with poignant drawings by Ellen Forney that reflect the character's art, chronicles the contemporary adolescence of one Native American boy as he attempts to break away from the life he was destined to live. (600L)

L = Lexile measure

Cluster 2
Theme: Effects of Inequality and Prejudice

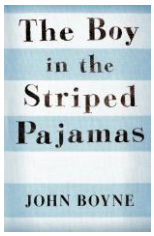
This cluster includes more challenging reads.

REQUIRED READ:

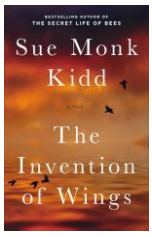


Night by Elie Wiesel (nonfiction)
Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)

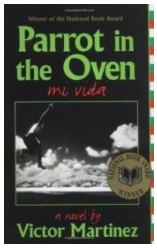
CHOOSE ONE (all fiction):



The Boy in the Striped Pajamas by John Boyne
A young boy named Bruno returns home from school one day to discover that his belongings are being packed in crates. His father has received a promotion and the family must move from their home to a new house far, far away, where there is no one to play with and nothing to do. While exploring his new environment called "Out-With", he 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 Invention of Wings by Sue Monk Kidd
Hetty “Handful” Grimke, an urban slave in early nineteenth century Charleston, yearns for life beyond the suffocating walls that enclose her within the wealthy Grimke household. The Grimke’s daughter, Sarah, 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, who is to be her handmaid. (920L)



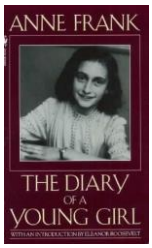
Parrot in the Oven: Mi Vida by Victor Martinez
Manny, a teenage Mexican American boy, attempts to find his place in a society full of disappointment. Set in the projects, Manny gives a very realistic account of what it is like to grow up as a minority in a poor, dysfunctional home. Receiving no real direction from his family, Manny battles with what type of man he should and will become. (1000L)

L = Lexile measure

Cluster 3
Theme: Desire for Companionship and Acceptance

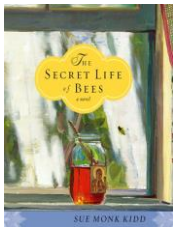
This cluster includes more challenging reads.

REQUIRED READ:



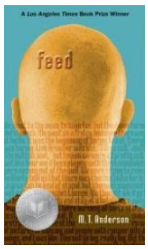
The Diary of a Young Girl by Anne Frank (nonfiction)
Anne Frank and her family, fleeing the horrors of Nazi occupation forces, hid in the back of an Amsterdam office building for two years. This is Anne's record of that time. She was thirteen when the family went into the "Secret Annex," and in these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

CHOOSE ONE (all fiction):



The Secret Life of Bees by Sue Monk Kidd
When Lily's fierce-hearted black "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 black beekeeping sisters who introduce Lily to a mesmerizing world of bees, honey, and the Black Madonna who presides over their household. (840L)

The Curious Incident of the Dog in the Nighttime by Mark Haddon
Christopher John Francis Boone knows all the countries of the world and their capitals and every prime number up to 7,057. He 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)



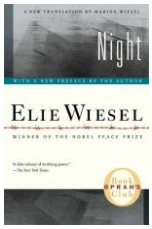
Feed by M.T. Anderson
Feed is a smart, savage satire that delves into identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains. (770L)

L = Lexile measure

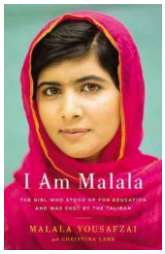
Cluster 4
9 HONORS

This cluster is designated for 9 Honors students ONLY.

BOTH REQUIRED READS:



Night by Elie Wiesel (nonfiction)
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)



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

L = Lexile measure

9th Grade Assignment: Clusters 1-3

Objective Assessments
(formative assessment)
Students will complete two multiple choice assessments designed to measure reading comprehension, knowledge of literary devices, theme, and author's purpose.

DUE DATE: First week of school

9th Grade Assignment: 9 Honors ONLY

Expository Essays
(formative and performance assessment)
The essay prompts will be given the first week of school. Students are strongly urged but NOT required to take notes while reading.

DUE DATE: First week of school