



Oxford Area High School  
Course Selection Guide  
2018-2019 School Year



Dear Students and Parents,

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

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

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

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

Sincerely,

James A. Canaday, Principal

Dana Douglas, Assistant Principal

Matthew Hovanec, Assistant Principal

Andrew Wendle, Dean of Students

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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.

## INTRODUCTION

The 2018-2019 *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.

### Early College Academy (ECA) Overview

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.

## COURSE SELECTION Procedures

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

**Students who will be in 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grades in the 2018-2019 school year should request a total of eight (8.0) credits, plus alternates.**

**Students who will be in 12<sup>th</sup> grade in the 2018-2019 school year should request the number of credits needed for graduation, plus any additional course work students would like to include as part of their education program, up to 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).***

**All course requests must be entered into Power School by Tuesday, March 6, 2018.**

Course requests for incoming 9<sup>th</sup> grade students will be entered with the assistance of 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](http://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
<b>TOTAL CREDITS FOR GRADUATION</b>	<b>25.5 credits</b>

\* 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 2017, beginning with the graduating Class of 2020, students must demonstrate proficiency in Algebra 1, Literature, and Biology as measured by Keystone Exams or the alternative Project Based Assessment (see below).
3. All students must pass Biology, Algebra I, and English 10.

## DEPARTMENTAL GRADUATION REQUIREMENTS

<b>English</b>	Students must earn credits in English 9, English 10, English 11, and English 12.
<b>Social Studies</b>	Students must earn credits in American History, World History, and Civics.
<b>Mathematics</b>	Students must earn 3.0 credits in Mathematics courses and 4.0 in Science courses <b>OR</b> 4.0 credits in Mathematics courses and 3.0 in Science courses. See chart on p. 16.
<b>Science</b>	Students must earn 3.0 credits in Science courses and 4.0 in Mathematics courses <b>OR</b> 4.0 credits in Science courses and 3.0 in Mathematics courses. See chart on p. 17.
<b>Health &amp; Physical Education</b>	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).
<b>Business Education and Technology Information</b>	Students must complete TBC [Taking Care of Business (0.25 credits)] and Personal Computer Applications I (0.5 credits.). Students who complete ATP Seminar will have that course fulfill this requirement.
<b>Electives</b>	Students must take Seminar – PGD ( 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 2020, per revisions to Chapter 4 regulations pertaining to high school graduation.

Beginning with the Class of 2020, students must demonstrate proficiency in Algebra 1, English Language Arts (Literature) and Biology.

Students have until the end of 11<sup>th</sup> 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 9 <sup>th</sup> Grade to 10 <sup>th</sup> Grade	6.0 credits
From 10 <sup>th</sup> Grade to 11 <sup>th</sup> Grade	12.0 credits
From 11 <sup>th</sup> Grade to 12 <sup>th</sup> Grade	18.5 credits
Graduation	25.5 credits

Students will continue to be assigned to the next grade level homeroom regardless of credits earned.

## 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](http://www.collegeboard.org), ACT: [www.actstudent.org](http://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](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**

<b><u>Subject:</u></b>	<b><u>9<sup>th</sup> Grade:</u></b>	<b><u>10<sup>th</sup> Grade:</u></b>	<b><u>11<sup>th</sup> Grade:</u></b>	<b><u>12<sup>th</sup> Grade:</u></b>
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 CP American History HN	World History CP World History HN AP European History	Civics CP Civics HN AP US History (may be taken as an elective in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	Social Studies Electives AP US History AP Psychology
Science	Biology Biology HN	Chemistry Chemistry HN	AP Physics Physics HN Physics	AP Biology AP Chemistry AP Environmental 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	Seminar - PGD Personal Finance Personal Computer Applications I Electives	Electives	Electives	Electives

**NOTES:**

1. ATP Seminar will fulfill the requirement of Personal Finance and Seminar – PGD.
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**

<b><u>Subject:</u></b>	<b><u>9<sup>th</sup> Grade:</u></b>	<b><u>10<sup>th</sup> Grade:</u></b>	<b><u>11<sup>th</sup> Grade:</u></b>	<b><u>12<sup>th</sup> Grade:</u></b>
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 CP American History HN	World History CP World History HN AP European History	Civics CP Civics HN AP US History (may be taken as an elective in 11 <sup>th</sup> or 12 <sup>th</sup> grade)	Social Studies Electives AP US History AP Psychology
Science	Biology Biology HN	Chemistry Chemistry HN	Physics Physics HN	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	Seminar - PGD Personal Finance Personal Computer Applications I Electives	Electives	Electives	Electives

**NOTES:**

1. ATP Seminar will fulfill the requirement of Personal Finance and Seminar – PGD.
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**

<b><u>Subject:</u></b>	<b><u>9<sup>th</sup> Grade:</u></b>	<b><u>10<sup>th</sup> Grade:</u></b>	<b><u>11<sup>th</sup> Grade:</u></b>	<b><u>12<sup>th</sup> Grade:</u></b>
English	English 9 CP English 9 AC	English 10 CP English 10 AC	English 11 CP English 11 AC	English 12 CP English 12 AC
Social Studies	American History CP American History AC	World History CP World History AC	Modern Civics CP Modern Civics AC	Social Studies Electives
Science	Biology Conceptual Biology	Chemistry Conceptual Chemistry	Physical Science Conceptual Physics	Science Electives
Math	Refer to "Recommended Math Course Sequence"			
Health and Physical Education	Lifetime Fitness Health	Health PE elective	PE elective	PE elective
Electives	Seminar - PGD 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

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

### NOTES:

- Students must earn at least three (3) Math credits to fulfill graduation requirements. However, students who are planning to attend college are encouraged to take four years of Mathematics in order to adequately prepare.
- The above sequence assumes that all pre-requisites are fulfilled. Grades, district assessments, and state assessments will determine course placement.



## RECOMMENDED SCIENCE COURSE SEQUENCE

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

NOTE: Students must take Biology, Chemistry, and Physics/Physical Science to fulfill graduation requirements for Science. Students must pass Biology to fulfill graduation requirements.

## ENGLISH/LANGUAGE ARTS COURSES

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

**\*\*\*See Appendix A (page 67): OAHS English Department Required Summer Reading Summer 2018\*\*\***

### 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 the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays, constructed responses, and a full-length research paper. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

**Prerequisite:** Summer Reading is required.

### 1010 ENGLISH 9 CP

Credit: 1.0

This course serves as a basis for continued study at the College Prep level. Literature study is based on multiple genres and interpersonal communication skills. In addition to selections of literature from the Common Core Literature Grade 9 textbook, students will read *Of Mice and Men*, *The Odyssey*, *To Kill a Mockingbird*, 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 the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays, constructed responses, and a full-length research paper. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

**Prerequisite:** Teacher Recommendation; Summer Reading is required.

### 1020 ENGLISH 9 HN

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

**Prerequisite:** Teacher Recommendation; Summer Reading is required.

1030 ENGLISH 10 AC

Credit: 1.0

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. Literature study is based on multiple genres and interpersonal communication skills. In addition to selections of literature from the Common Core Literature Grade 10 textbook, students will read *The House on Mango Street*, *Julius Caesar*, and *Lord of the Flies*. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays and constructed responses. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

**Prerequisite:** Successful completion of English 9; Summer Reading is required.

1040 ENGLISH 10 CP

Credit: 1.0

This course serves as a basis for continued study at the College Prep level. Literature study is based on multiple genres and interpersonal communication skills. In addition to selections of literature from the Common Core Literature Grade 10 textbook, students will read *The House on Mango Street*, *A Separate Peace*, *Lord of the Flies*, *Julius Caesar*, and *Antigone*. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study is based on the review of grammar, mechanics and usage. Writing instruction focuses on five-paragraph expository essays and constructed responses. Keystone Exam preparation will be highly focused in areas of test-taking strategies and terminology.

**Prerequisite:** Successful completion of English 9; Summer Reading is required.

1050 ENGLISH 10 HN

Credit: 1.0

This course forms the basis for students wishing to continue study throughout Honors and Advanced Placement courses. This course continues to explore literature of various genres with extensive discussion focusing on comprehension, analysis, and evaluation of material. In addition to selections of literature from the Common Core Literature Grade 10 textbook, students will read *Frankenstein*, *Brave New World*, *A Separate Peace*, *Julius Caesar*, *Antigone*, and *Lord of the Flies*. Writing instruction focuses on five-paragraph expository essays and a full-length research paper. Language development involves an in-depth study of vocabulary, grammar, usage, and mechanics. Outside reading and independent projects provide enrichment experiences. Keystone Exam preparation will be focused in areas of test-taking strategies and terminology.

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

1060 ENGLISH 11 AC

Credit: 1.0

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. This course focuses on an overview of the American Literary Tradition. In addition to various prose and poetry selections from the Common Core Literature Grade 11 textbook, students will read *A Raisin in the Sun*, *The Crucible*, and *The Great Gatsby*. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

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

1070 ENGLISH 11 CP

Credit: 1.0

This course serves as a basis for continued study at the College Prep level. This course focuses on an overview of the American Literary Tradition. In addition to various prose and poetry selections from the Common Core Literature Grade 11 textbook, students will read *A Raisin in the Sun*, *The Crucible*, and *The Great Gatsby*. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

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

1080 ENGLISH 11 HN

Credit: 1.0

This course forms the basis for students wishing to continue study throughout Honors courses that culminate with the Advanced Placement course. This course focuses on an overview of the American Literary Tradition. In addition to various prose and poetry selections of literature from the Common Core Literature Grade 11 textbook, students will read *A Raisin in the Sun*, *The Crucible*, *The Great Gatsby*, *The Scarlet Letter*, and *The Things They Carried*. In-depth class discussions employ various techniques of interpretation, analysis, and evaluation of literature. Writing instruction focuses on critical reviews, essays, and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language usage and mechanics instruction are writing-oriented and tailored to meet student needs. Independent projects and outside reading are required and continue to provide enrichment experiences. PA Core Standards will continue to be addressed at this level.

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

1085 ENGLISH 11 AP – LANGUAGE & COMPOSITION

NEW for 2018-2019 School Year!

Grade Level: 11

Credit: 1.0

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

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

1090 ENGLISH 12 AC

Credit: 1.0

This course serves as the basis for continued study at the Academic level and is instructed at a student-centered pace. This course focuses on an overview of the British Literary Tradition. Titles include but are not limited to excerpts from *Beowulf*, *The Divine Comedy*, *The Canterbury Tales*, Shakespeare's *Macbeth*, and various other selections of prose and poetry from the Common Core Literature Grade 12 textbook. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

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

1100 ENGLISH 12 CP

Credit: 1.0

This course serves as a basis for continued study at the College Prep level. This course focuses on an overview of the British Literary Tradition. Titles include but are not limited to excerpts from *Beowulf*, *The Divine Comedy*, *The Canterbury Tales*, Shakespeare's *Macbeth*, and various other selections of prose and poetry from the Common Core Literature Grade 12 textbook. Comprehension, application, and analysis of literature are fundamental to the course. Writing instruction focuses on essays and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study, focusing on usage and mechanics, is writing-oriented and tailored to meet student needs. PA Core Standards will continue to be addressed at this level.

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

1105 ENGLISH 12 HN

Credit: 1.0

This course forms the basis for students wishing to culminate their studies in Honors English. This course focuses on an overview of the British Literary Tradition. Titles include but are not limited to *Beowulf*, *The Divine Comedy*, *The Hound of the Baskervilles*, *Wuthering Heights*, *Mrs. Dalloway*, *The Canterbury Tales*, Shakespeare's *Macbeth*, *Othello*, and *Hamlet*, and various other selections of prose and poetry from the Common Core Literature Grade 12 textbook. In-depth class discussions employ various techniques of interpretation, analysis, and evaluation of literature. Writing instruction focuses on critical reviews, essays, and formal research. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language usage and mechanics instruction are writing-oriented and tailored to meet student needs. Independent projects and outside reading are required and continue to provide enrichment experiences. PA Core Standards will continue to be addressed at this level.

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

1110 ENGLISH 12 AP – LITERATURE & COMPOSITION

Grade Level: 12

Credit: 1.0

This course prepares students to take the AP exam by engaging students in the careful reading and critical analysis of imaginative literature drawn from multiple genres, periods, and cultures. Titles include but are not limited to *Beowulf*, *Hamlet*, *Things Fall Apart*, *Oedipus the King*, *Slaughterhouse Five*, *A Doll's House*, *The Awakening*, *A Thousand Splendid Suns*, *The Picture of Dorian Gray*, *Waiting for Godot*, *The Stranger*, *The Strange Case of Jekyll and Hyde*, and *The Dubliners*. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, and themes, as well as the use of figurative language, imagery, symbolism, and tone. Students will experience, interpret, and evaluate literature. Writing instruction focuses on the critical analysis of literature and will include expository, analytical, and argumentative essays, which serve to reinforce their reading. Students are also responsible for a research paper. Students are strongly encouraged to take the AP Exam.

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

## English Electives

### 1135 FUNDAMENTALS OF PUBLIC SPEAKING

Credit: 0.5

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

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

### 1150 INTRODUCTION TO CREATIVE WRITING

Credit: 0.5

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

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

### 1130 INTRODUCTION TO JOURNALISM

Credit: 0.5

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

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

### 1122 FILM STUDIES

Credit: 0.5

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

**Prerequisite:** Successful completion of English 9 and 10 with a final grade of 80% or better in the previous year's English class.

## ENGLISH AS A SECOND LANGUAGE (ESL) COURSES

### 1240 ESL ENTERING (ESL I)

Credit: 2.0

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

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

### 1200 ESL BEGINNING (ESL II)

Credit: 1.0

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

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

### 1210 ESL DEVELOPING (ESL III)

Credit: 1.0

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

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

### 1220 ESL EXPANDING (ESL IV)

Credit: 1.0

This language acquisition course continues to develop Cognitive Academic Language Proficiency (CALP) and increased control of English language skills. Students will develop oral language skills, reading comprehension and writing skills in multi paragraph format to be successful with grade level texts.

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

### 1242 ESL ACADEMIC (LAB)

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 English Language supports. Students will concentrate on organization of classroom materials, development of test-taking strategies, and applying reading and writing skills to the content areas. Students will receive assistance within their content areas as needed.

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

**Prerequisite:** None, Teacher recommendation

## 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 AC

Credit: 1.0

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

### 2005 AMERICAN HISTORY CP

Credit: 1.0

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

**Prerequisite:** 70% or higher in Proficient English and Social Studies Teacher recommendation.

### 2010 AMERICAN HISTORY HN

Credit: 1.0

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

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

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

### 2020 WORLD HISTORY AC

Credit: 1.0

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

**Prerequisite:** Successful completion of 1.0 Social Studies credits.



## 2025 World History CP

Credit 1.0

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

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

## 2030 WORLD HISTORY HN

Credit: 1.0

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

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

## 2040 MODERN CIVICS AC

Credit: 1.0

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

**Prerequisite:** Successful completion of 2.0 social studies credits.

## 2043 MODERN CIVICS CP

Credit: 1.0

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

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

## 2045 MODERN CIVICS HN

Credit 1.0

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

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

## SOCIAL STUDIES ELECTIVES

### 2050 CRIMINAL JUSTICE

Credit: 0.5

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

**Prerequisite:** Successful completion of 2.0 social studies credits.

### 2060 SOCIOLOGY

Credit: 0.5

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

**Prerequisite:** Successful completion of 2.0 social studies credits.

### 2070 PSYCHOLOGY

Credit: 1.0

This course provides extensive background in the study of psychology. Areas of study include adolescence, personality, behaviorism, group dynamics, adulthood, aging, abnormal psychology, mental health, and developmental psychology. **Prerequisite:** Successful completion of 2.0 social studies credits.

### 2075 EUROPEAN HISTORY

Credit: 1.0

This course examines the development of Europe from 1000 B. C. to the present. Emphasis is placed on political and economic developments, social change, and cultural aspects of Europe. Individual projects and reports are required. **Prerequisite:** Successful completion of 2.0 social studies credits.

### 2035 AP EUROPEAN HISTORY

Credit: 1.0

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

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

### 2090 AP UNITED STATES HISTORY

Credit: 1.0

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

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

2073 AP PSYCHOLOGY

Credit: 1.0

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

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

## MATHEMATICS COURSES

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

### 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:** 8<sup>th</sup> 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:** 8<sup>th</sup> 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 8<sup>th</sup> Grade

### 3035 INTERMEDIATE ALGEBRA

Credit: 1.0

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

**Prerequisite:** Successful completion of Algebra 1 AND Geometry.

### 3040 ALGEBRA II CP

Credit: 1.0

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

**Prerequisite:** Successful completion of 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

### 3091 ALGEBRA III WITH TRIGONOMETRY

Credit: 1.0

This course is intended to strengthen a student's algebraic knowledge and skills while introducing them to Trigonometry to prepare for college. Algebraic extensions will be made to include trigonometric functions. Content will include solving linear, quadratic, and trigonometric functions, graphing linear, quadratic, and trigonometric functions, and applications of linear, quadratic, and trigonometric functions. *A graphing calculator is recommended.*

**Prerequisite:** Successful completion and a final grade of 65% or higher in both CP Algebra II and Geometry

### 3095 PRE-CALCULUS/TRIGONOMETRY CP

Credit: 1.0

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

**Prerequisite:** A final grade of 80% or higher in both Algebra II and Geometry, or a final grade of 80% or higher in Algebra III and Trigonometry

### 3100 PRE-CALCULUS HN

Credit: 1.0

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

**Prerequisite:** Successful completion of Algebra 2 Honors and Geometry Honors

### 3110 CALCULUS CP

Credit: 1.0

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

**Prerequisite:** Successful completion of Pre-Calculus

3120 AP CALCULUS AB

Credit: 1.0

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

**Prerequisite:** Successful completion of Pre-Calculus Honors

3121 AP CALCULUS BC

Credit: 1.0

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

**Prerequisite:** Successful completion of AP Calculus AB

3125 STATISTICS CP

Credit: 1.0

This course is designed to acquaint students with the basic techniques of descriptive and inferential statistics. Calculator-assisted applications of statistical topics to business, biology, engineering, industry, and the social sciences will be featured. *A TI-83 or TI-84 graphing calculator is required.*

**Prerequisite:** Successful completion of Geometry and Algebra II

3126 AP STATISTICS

Credit: 1.0

This calculator-assisted course features the study of techniques in descriptive and inferential statistics and includes frequency and probability distributions, Central Limit Theorem, hypothesis testing and confidence intervals, correlation and regression for bivariate data, analysis of variance, and non-parametric statistics. Students successfully completing this course will be prepared for the Advanced Placement test in statistics. *A TI-83 or TI-84 graphing calculator is required.*

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

**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

### 6365PLTW COMPUTER SCIENCE ESSENTIALS (PLTW)

Credit: 1.0

Students will experience the major topics, big ideas, and computational thinking practices used by computing professionals to solve problems and create value for others. This course will empower students to develop computational thinking skills while building confidence that prepares them to advance to Computer Science Principles and Computer Science A.

**Prerequisite:** Successful completion of Algebra 1

### 6375PLTW AP COMPUTER SCIENCE PRINCIPLES (PLTW) NEW for 2018-2019 School Year!

Credit: 1.0

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. *This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.*

**Prerequisite:** Introduction to Computer Science or Computer Science Essentials

### 3141 AP COMPUTER SCIENCE

Credit: 1.0

This course emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester college course in computer science. Topics include fundamental data structures, testing and debugging, and algorithms for sorting and searching. Much of the course is project-based, with assignments stressing the design of classes and algorithms appropriate to a problem. Currently, the programming language being used is JAVA.

**Prerequisite:** Introduction to Computer Science or Computer Science Essentials or Teacher Recommendation

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

## SCIENCE COURSES

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

### 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 8<sup>th</sup> 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 8<sup>th</sup> 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)



#### 4046 CONCEPTUAL CHEMISTRY

Credit: 1.00

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

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

#### 4056 CHEMISTRY

Credit: 1.0

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

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

#### 4051 CHEMISTRY HN

Credit: 1.0

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

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

#### 4063 PHYSICAL SCIENCE

Credit: 1.0

This course is designed to enable students to acquire an understanding of Chemistry, Physics, Environmental Science, and Earth Science and how humans are influential in each of these interrelated scientific disciplines. Emphasis will be placed on the application of Earth's functions to everyday life. Students will deepen their understanding of the scientific method, use of the metric system, chemical properties, natural resources, energy sources, physical and mechanical structures, forces and motion, sound mechanisms, light energy, and the environment. Students will utilize problem solving skills with hands-on laboratory activities.

**Prerequisite:** Successful completion of Biology

#### 4089 CONCEPTUAL PHYSICS

Credit: 1.0

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

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

#### 4090 PHYSICS

Credit: 1.0

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

**Prerequisites:** Students should have taken or be concurrently taking Algebra II or a higher math and scoring higher than 75% in Geometry.

## SCIENCE ELECTIVES

### 4060 ENVIRONMENTAL SCIENCE

Credit: 1.0

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

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

### 4070 ZOOLOGY

Credit: 1.0

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

**Prerequisite:** Successful completion of Biology.

### 4081 MARINE BIOLOGY

Credit: 1.0

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

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

### 4086 HUMAN ANATOMY AND PHYSIOLOGY

Credit: 1.0

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

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

### 4088 FORENSIC SCIENCE

Credit 1.0

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

**Prerequisite:** Successful completion of Biology

### 4066 AP ENVIRONMENTAL SCIENCE

Credit: 1.0

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

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

#### 4100 AP BIOLOGY

Credit: 2.0

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

**Prerequisites:** Successful completion of Chemistry CP or Chemistry HN.

#### 4110 AP CHEMISTRY

Credit: 2.0

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

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

#### 4095 AP PHYSICS I

Credit: 2

This course is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. This course requires a dedicated laboratory period where students will be required to do hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students enrolled in this may take the AP Physics 1 Exam, which is administered in the spring. *A scientific calculator is required.*

**Prerequisites:** Successful completion of Biology CP/HN AND Chemistry CP/HN Students should have taken or be concurrently taking a mathematics course of Pre-Calculus CP or higher.

## AGRICULTURAL SCIENCE COURSES

### 4077 AGRICULTURAL SCIENCE

Credit 1.0

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

**Prerequisite:** none

### 4078 SMALL ANIMAL SCIENCE AND CARE

Credit 1.0

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

**Prerequisite:** Successful completion of Biology and/or Agricultural Science

### 4079 PLANT AND SOIL SCIENCE

Credit 1.0

The Greenhouse Production and Landscape Design and Plant and Soil Science course is structured to provide its students with the ability to care and manage poinsettias, mums, lilies, vegetables and other flowers. In doing so, students will participate in "hands-on" learning, problem-solving, and teamwork activities. The students will acquire skills and knowledge in topics of plant growing structures and their management, growing media, plant propagation, environmental factors, water, nutrients, floral design, and pest management. Students will also spend a large amount of time identifying trees and shrubs and using landscaping tools to design, install, and maintain a landscape. The last part of this course will include information on soil science and crop production. Students will study soil formation, pH, fertility, fertilizers, soil conservation and land use. There are several writing components, which will include writing prompts on assessments and keeping a home record book.

**Prerequisite:** Successful completion of Biology and/or Agricultural Science

## WORLD LANGUAGES COURSES

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

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

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

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

### 5000 FRENCH I

Credit: 1.0

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

**Prerequisite:**

### 5010 FRENCH II

Credit: 1.0

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

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

### 5020 FRENCH III

Credit: 1.0

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

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

### 5030 FRENCH IV

Credit: 1.0

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

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

### 5035 FRENCH V

Credit: 1.0

Structure and vocabulary studied in levels one through four will be reviewed and expanded upon. Great emphasis is placed on reading and speaking independently and creatively as well as on the practice of composition writing and research in French. Selected works of literature as well as current events will be read and discussed. Course offered as "Independent Study" only.

**Prerequisite:** A final grade of **75%** or better in French IV. Parent permission and staff approval required.

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:**

5050 LATIN II

Credit: 1.0

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

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

5060 LATIN III

Credit: 1.0

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

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

5070 LATIN IV

Credit: 1.0

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

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

8032 CLASSICAL MYTHOLOGY

NEW for 2018-2019 School Year!

Grade Level: 9 - 12

Credit: 0.5

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

#### 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 as possible using terms and expressions taught during the first and second years of study.

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

#### 5100 SPANISH III

Credit: 1.0

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

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

#### 5110 SPANISH IV

Credit: 1.0

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

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

#### 5115 SPANISH V

Credit: 1.0

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

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



## ART COURSES

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

### ART 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

### ART II:

5232 ART II 2-D Drawing and Painting

Credit: 0.5

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

**Prerequisite:** Successful completion of Art I

5233 ART II 3-D Sculpture and Ceramics

Credit: 0.5

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

**Prerequisite:** Successful completion of Art I

### ART III:

5234 ART III 2-D and 3-D

Credit: 0.5

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

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

## **ART IV:**

### **5266 AP ART STUDIO**

**Credit:** 1.0

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

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

### **5260 INDEPENDENT STUDY ART**

**Credit:** 0.5

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

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

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

## MUSIC COURSES

### 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

### 5317 ADVANCED GUITAR

Credit: 0.5

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

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

**5320 PIANO Credit: 0.5** This class is designed for the student who has an interest in learning how to read music and develop keyboard techniques. A variety of music literature from popular to classical will be studied. Practice pianos are available for daily school use. Observations are done on a daily basis during lesson and practice periods.

**Prerequisite:** None

### 5326 ADVANCED PIANO

Credit: 0.5

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

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

### 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 to audition for the Concert Choir.

**Prerequisite:** None

### 5350 CONCERT CHOIR

Credit: 1.0

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

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

**Prerequisite:** Successful completion of Beginning Concert Choir and an audition at the end of the previous year with the director.

### 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. All students should sign up for this course unless they were selected for the Symphonic Band.

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

**Special Requirements:** Attendance is required at summer band camp from July 30th – August 2nd, 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.

### 53656 SYMPHONIC BAND AND MARCHING BAND

Credit 1.0

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

**Prerequisite:** This ensemble is by audition only.

**Special Requirements:** Attendance is required at summer band camp from July 30th – August 2nd, 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 COMPUTER INFORMATION TECHNOLOGY COURSES

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

### 6003 TCB (Taking Care of Business)

NEW for 2018-2019 School Year!

Credit 0.25

The skills necessary for success in the classroom, the work environment, and the world beyond high school are ever changing. In TCB students will learn a variety of skills and techniques to empower achievement both in and out of the classroom. Students will use Learning Management Systems, software and apps, to explore basic concepts of financial literacy, career exploration, and digital citizenship in order to enhance their potential throughout high school and beyond.

**Prerequisite:** none

### 6005 PERSONAL COMPUTER APPLICATIONS

Credit 0.5

Students apply word processing, spreadsheet analysis, presentation, 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, newsletters, advertisements, and other workplace simulation assignments.

**Prerequisite:** None

### 6018 ADVANCED COMPUTER APPLICATIONS

Credit .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, 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.

**Prerequisites:** Knowledge of Microsoft Office Suite

### 6020 WEB DESIGN

Credit 0.5

Students generate web pages using Hypertext Markup Language and Cascading Style Sheets to create a variety of webpages. Headings, text formatting, bulleted lists, hyperlinks, paragraphs, backgrounds, images, colors, fonts, tables, linked in stylesheets will be covered for each method. The course accumulates into students making a multi-page website for a final project.

**Prerequisite:** none

### 6030 WEB DESIGN II

Credit: 0.5

Class is designed as a continuation of Web Design. The course will give students an introduction to computational thinking via an introduction to JavaScript as well as CoffeeScript. The course will also introduce students to some advance web design techniques with an emphasis of design and the design cycle; as well as editing and creating digital media. Students will build a website using HTML and JavaScript.

**Prerequisite:** Successful completion of Web Design

### 6040 ACCOUNTING I

Credit 1

Accounting is the language of business; the process of recording, analyzing, interpreting, and reporting financial information used by managers and owners of businesses. A knowledge of accounting is a crucial component of the academic background for any student interested in pursuing a college major in business, as well as for those who will choose entrepreneurial ventures and small business ownership. This is a hands-on, automated course using accounting software. The fundamentals developed are necessary for advanced study. Students will complete a 4th marking period project (an accounting simulation completed manually), which is mandatory. **Prerequisite:** Successful completion of Algebra I

6050 ADVANCED ACCOUNTING

Credit 1

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

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

6055 INTRO TO BUSINESS

NEW for 2018-2019 School Year!

Credit 0.5

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

**Prerequisite:** none

6065 ECONOMICS

NEW for 2018-2019 School Year!

Credit 0.5

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

**Prerequisite:** none

6075 BUSINESS LAW AND MANAGEMENT

NEW for 2018-2019 School Year!

Credit 0.5

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

**Prerequisite:** none

6090 ENTREPRENEURSHIP

Credit .5

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

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

6115 FINANCIAL FITNESS

Credit 0.5

Students will explore advanced financial concepts related to a variety of life choices, possible expenses, and income scenarios. The course is designed to aid students with financial decision making throughout life. Topics will include, exploring career choices, education as an investment, banking, budgets, credit management, housing, insurance, investing, consumer protection, and other relevant topics.

**Prerequisite:** none

## 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

#### 6230 CABINETMAKING/ADVANCED WOODWORKING I

Credit: 0.5

This course is intended for the student who desires to understand the more complex processes associated with work working at a craftsman level. Emphasis will be placed on the construction of a project incorporating a craftsman door. Students will be expected to design, through engineering practices, their own plans or be able to modify existing plans using CADD to show modern woodworking joinery. Students will be required to work and research from both book and internet resources. The expense for desired larger projects will be the student's responsibility.

Safety glasses are provided, but it is recommended that students purchase and maintain their own.

**Prerequisites:** A final grade of 75% or better in Woodworking II

#### 6235 CABINETMAKING/ADVANCED WOODWORKING II

Credit: 0.5

This class is intended for the student who wishes to pursue advanced activities in wood technology beyond high school. This course will focus on refining design skills previously developed. Students will learn how to resource new techniques and the importance of good craftsmanship and design. Safety in using small power tools and large wood machinery will be emphasized. Students will learn to maintain equipment and identify needed classroom/shop improvements as a means of preparing them to possibly set up their own facility. The expense for desired larger projects will be the student's responsibility.

Safety glasses are provided, but it is strongly recommended that students purchase and maintain their own.

**Prerequisites:** A final grade of 75% or better in Cabinetmaking 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

### 6265 35MM B&W AND DIGITAL PHOTOGRAPHY

Credit: 0.5

Students will be instructed in the history and science of photography. Projects will be assigned in the areas of 35mm black and white film as well as digital photography. Cameras, film, chemistry and appropriate computer applications/software will be explored. Students will be instructed on how to effectively display their work and incorporate photography into graphic design layouts. School provided cameras are available; however, students are strongly encouraged to provide their own cameras for this course. Students will be required to take pictures outside of the school environment for class assignments. Career awareness within the photography industry will also be explored.

**Prerequisites:** A final grade of 75% or better in Printing Technologies: Past and Present **or** Graphic Design

**Special Requirement:** Students should plan to provide their own camera (manual SLR 35 MM & digital camera)



#### 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

#### 6295 TV/VIDEO PRODUCTION III

Credit: 0.5

This semester course will have students continue to study the electronic media of television communication, concentrating on writing and producing video packages. Students will be introduced to the use of audio and video mixers and other equipment used in the studio broadcast and control rooms. Students will work in teams using a digital video camera to complete a variety of video assignments. The class will be expected to write and produce at least two half hour shows as part of a team that can be featured on our school channel 4 morning show and channel 68 network. Students will be encouraged to produce segments for entry in various contests and scholarship opportunities. Each student will be encouraged to produce a minimum of three final edited projects that total to a minimum of 15 minutes. Students will be introduced to **Adobe After Effects**. Some time will be spent on chroma key work, lighting techniques, and computer animation.

**Prerequisite:** A final grade of 75% or better in TV/Video Production II

#### 6296 TV/VIDEO PRODUCTION IV

Credit: 0.5

This course will challenge students to use all of their previous course knowledge to write and produce broadcast quality TV packages. This course will focus on television length productions that are scripted for focused content. Feature pieces for an hour of television viewing will be an outcome of this course. Features will be written and produced for each curriculum area in the High School. These features will clearly communicate to the community the program offerings and requirements of the high school curriculum. Video packages for the district such as school tours and administrator interviews will also be completed. All students will produce the programs for distribution using traditional means via television broadcast as well as streaming video distribution. Student video portfolio packages for college entrance will also be a compulsory component of this course.

**Prerequisites:** A final grade of 80% or better in TV/Video Production III

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

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

### 6330PLTW INTRODUCTION TO ENGINEERING DESIGN

Credit: 1.0

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

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

### 6340PLTW PRINCIPLES OF ENGINEERING DESIGN

Credit: 1.0

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

**Prerequisite:** Successful completion of PLTW Introduction to Engineering Design

### 6350PLTW AEROSPACE ENGINEERING

Credit: 1.0

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

**Prerequisite:** Successful completion of PLTW Principle to Engineering Design

### 6360PLTW CIVIL ENGINEERING AND ARCHITECTURE

Credit 1.0

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

**Prerequisite:** Successful completion of PLTW Aerospace Engineering

### 6365PLTW COMPUTER SCIENCE ESSENTIALS

Credit 1.0

Students

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

### 6375PLTW AP COMPUTER SCIENCE PRINCIPLES (PLTW)

NEW for 2018-2019 School Year!

Credit: 1.0

Using Python® as a primary tool, students explore and become inspired by career paths that utilize computing, discover tools that foster creativity and collaboration, and use what they've learned to tackle challenges like app development and simulation. *This course is endorsed by the College Board, giving students the opportunity to take the AP CSP exam for college credit.*

**Prerequisite:** Introduction to Computer Science or Computer Science Essentials

## 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

### 6350 CLOTHING CONSTRUCTION

Credit: 0.5

Students will learn basic sewing skills necessary for the construction, repair and care of clothing. This course will look at the fashion world including fibers, fabrics and design. Students will create samples of hand stitches, seam finishes and zipper applications. Construction of one clothing project is required each marking period. **Special Requirements:** Some cost depending on projects chosen.

**Prerequisite:** Successful completion of Creative Crafts or Life Skills.

### 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 cooking. 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.

#### 6390 DECORATING AND INTERIOR DESIGN

Credit: 0.5

Students will be exposed to early, traditional, and modern housing designs. Furniture styles will be studied as well as how to select and care for furniture. The elements and principles of design will be examined and then applied to individual room designs. Students will have experience creating accessories to unify a room. Current decorating trends along with careers in the housing profession will be studied. Students will draw floor plans to scale and complete a housing design plan.

**Prerequisite:** Successful completion of Creative Crafts or Life Skills.

#### 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

#### 6420 CHILD CARE II AND WORKING WITH CHILDREN

Credit: 0.5

Child Care II is designed to prepare students for working with preschool children. Through direct interaction, students will operate a preschool laboratory under the supervision of the teacher. The preschool laboratory is for children 3 ½ to 5 years of age. The areas of physical, social, emotional, and intellectual development will be studied. Theory and instruction, preparing instructional materials, and hands-on experiences with children are a major part of this course. This class is recommended for students who are interested in pursuing a career in early childhood education, elementary education, child care, or related fields dealing with children and parenting skills.

**Prerequisite:** Successful completion of Child Care I and Development.

#### 6430 CHILD CARE III AND WORKING WITH CHILDREN

Credit: 0.5

Child Care III is an extension of the skills developed in Child Care II and designed to enhance the students' ability to work with children. This will be the students' second laboratory experience and will increase interpersonal relationship skills and qualities needed to work with young children. Observing and recording children's behavior will be stressed. Professionalism in the program and in relationships with families will be studied. Students have the opportunity to start the development of a professional resource file to begin their training toward a Child Development Associate Certificate. This class is recommended for students who are interested in pursuing a career in early childhood education, elementary education, child care, or related fields dealing with children.

**Prerequisite:** A final grade of 80% or better in Child Care II

## HEALTH AND PHYSICAL EDUCATION COURSES

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

### 7000 HEALTH EDUCATION

Credit: 0.5

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

**Prerequisite:** None

### 7010 LIFETIME FITNESS

Credit: 0.5

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

**Prerequisite:** None

### 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.

### 7060 ATHLETIC CONDITIONING

Credit: 0.5

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

**Prerequisite:** Successful completion of Lifetime Fitness and a final grade of 80% or better in any previous physical education class.

#### 70855 PERSONAL FITNESS

Credit: 0.5

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

**Prerequisite:** Successful completion of Lifetime Fitness.

#### 7090 ADVANCED PHYSICAL EDUCATION

Credit: 0.5

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

**Prerequisite:** Successful completion of Lifetime Fitness and a final grade of 80% or better in any previous PE course.

#### 7095 FIRST AID AND SAFETY

Credit: 0.25

First aid and safety basics will be taught in a 9 week course with the opportunity for students to be certified in CPR at the end. The students will be trained in the skills of assessing a situation, applying necessary first aid treatment, contacting assistance if needed, and aiding individuals who are in distress. Basic understanding of first aid care will be emphasized for all stages of life. \*Special Note this course is paired with Highway Traffic Safety to comprise a full semester of coursework.

**Prerequisite:** Health

## GENERAL ELECTIVE COURSES

### 8000 HIGHWAY TRAFFIC SAFETY

Credit: 0.25

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

**Prerequisite:** Completion of 6 total credits or Freshman Seminar, Personal Finance and Personal Computer Apps I

### 8035 INDEPENDENT STUDY

Credit: 0.5 or 1.0

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

**Prerequisite:** Completion of 18.5 credits and See the Independent Study Wikispace page. Parent permission and staff approval required.

### 8033 SEMINAR – PGD (Principles of Personal Growth and Development)

NEW for 2018-2019 School Year!

Credit: 0.25

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

**Prerequisite:** None

### 8080 SAT PREP

Credit: 0.5

This course is designed to assist students in preparing for the Scholastic Aptitude Test (SAT). Students will be introduced to test taking strategies while building their skills to maximize their performance in the Verbal and Math sections.

**Prerequisite:** Completion of 6 total credits.



## Non-Credited COURSES

### 8037A AIDE

Credit: 0.0

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

**Prerequisite:** Completion of 12 total credits. See guidance webpage. Parent permission and staff approval required.

### 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: 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.

#### 1030ACP FOUNDATIONS OF ENGLISH 10

Credit: 1.0

This course continues the study of multiple genres and interpersonal communication processes. In addition to selections of literature from the textbook, students will read *A Separate Peace*, *Lord of the Flies*, and *Pygmalion*. Comprehension, application, and analysis of literature are fundamental to the course. Vocabulary study is a year-long practice which incorporates words taken directly from literature studied in the course. Language study includes a review of grammar, mechanics, and usage. Three types of writing will be instructed: informational, persuasive, and research. Keystone Exam test preparation will continue at this level based on student need.

**Prerequisite:** Teacher recommendation.

1040ACP FOUNDATIONS OF ENGLISH 11

Credit: 1.0

Foundations of English 11:

This course focuses on the American Experience. Three essential questions will be addressed throughout the course:

- \*What makes American Literature American?
- \*What is the relationship between Literature and place?
- \*How does literature shape or reflect society?

This course will be adapted for students with special needs. It follows the common core and Pearson textbook that the English 11 course follows with modifications made to address student needs.

**Prerequisite:** Teacher recommendation

10500ACP FOUNDATIONS OF ENGLISH 12

Credit: 1.0

This course focuses on The British Experience. Three essential questions will be addressed throughout the course:

- \*What is the relationship between Literature and place?
- \*How does Literature shape or reflect society?
- \*What is the relationship of the writer to tradition?

This course will be adapted for students with special needs. It follows the common core and Pearson textbook that the English 12 course follows with modifications made to address student needs.

**Prerequisite:** Teacher recommendation

3014ACP FOUNDATIONS OF ALGEBRA (A)

Credit: 1.0

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

**Prerequisite:** 8<sup>th</sup> grade math, teacher recommendation.

3015ACP FOUNDATIONS OF ALGEBRA (B)

Credit: 1.0

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

**Prerequisite:** none

3016ACP FOUNDATIONS OF GEOMETRY

Credit: 1.0

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

**Prerequisite:** none

## 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.

### 6555 ATP SEMINAR 10

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 involve career exploration and career guidance. Students will develop a plan for college preparation to meet their individual career goals.

**Prerequisite:** Meet Oxford Area School District's and Pennsylvania Department of Education's definition of gifted.

### 6561 ATP SEMINAR 11

Credit: 0.5

This course is designed to address a common set of interests faced by 11<sup>th</sup> grade students. Students will prepare for college entrance exams. Students will continue to build a plan for college preparation to meet their individual career goals. Students will also engage in active learning through discussion and will be involved in intellectual dialogue with open-ended questions and engaging assignments in topics such as philosophy and book study.

**Prerequisite:** Meet Oxford Area School District's and Pennsylvania Department of Education's definition of gifted.

### 6562 ATP SEMINAR 12

Credit: 0.5

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

**Prerequisite:** Meet Oxford Area School District's and Pennsylvania Department of Education's definition of gifted.

### 6565 ATP INDEPENDENT PROJECT

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

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

**Prerequisite:** Meet Oxford Area School District's and Pennsylvania Department of Education's definition of gifted and teacher recommendation.

## 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 11<sup>th</sup> 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.

### 4030SI SUPPLEMENTAL INSTRUCTION FOR BIOLOGY

Credit: 0.5

This course is designed to provide supplemental instruction to improve the knowledge and skills taught in Biology. The course includes the study of: cell growth & reproduction; cell structure & organization; ecosystems & biomes; homeostasis & transport; the nature of science; organic molecules & water; the theory of evolution; cellular energy; DNA & genetics; energy flow in ecosystems; enzymes; the mechanisms of evolution; scientific inquiry; heredity; organism interactions & population dynamics; Earth's cycles; mutations & genetic variability; biotechnology; and environmental change. This course is to be taken concurrently with the students other science courses. The credit earned from this course counts as an elective credit for graduation.

**Prerequisite:** Below Basic or Basic on the most recent Biology Keystone Exam.

### 30PBA PROJECT BASED ASSESSMENT FOR BIOLOGY

Credit: 0.5

This course is designed to provide tutoring support for students completing the PBA for Biology. 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 Biology Keystone Exam and qualification for PBA per state regulations

### 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

### 1040PBA PROJECT BASED ASSESSMENT FOR ENGLISH LANGUAGE ARTS (LITERATURE)

Credit: 0.5

This course is designed to provide tutoring support for students completing the PBA for Literature. 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 Literature 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 8<sup>th</sup> 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.

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

8060ECA            EARLY COLLEGE ACADEMY – 9<sup>TH</sup> 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.

9<sup>th</sup> grade students who are continuing in the ECA program should use the following course code during the course selection progress:

8070ECA            EARLY COLLEGE ACADEMY – 10<sup>TH</sup> 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 – 11<sup>TH</sup> GRADE

Credit: 6.0

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

8090ECA            EARLY COLLEGE ACADEMY – 12<sup>TH</sup> GRADE

Credit: 8.0

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

**The actual Early College Academy coursework is as follows:**

9 <sup>th</sup> Grade		10 <sup>th</sup> Grade	
Semester 1	Semester 2	Semester 1	Semester 2
COU101 Career Development	HEA130 Healthful Living I	CIS101 Introduction to Computer Concepts	SPH141 Public Speaking
PED104 Walking for Fun and Fitness I	PED204 Walking for Fun and Fitness II	SPN101 Introductory Spanish	SOC101 Introduction to Sociology
College Seminar	College Seminar	College Seminar	College Seminar

11th Grade		12th Grade	
Semester 1	Semester 2	Semester 1	Semester 2
EGL101 Freshman Composition	EGL102 Composition and Literature	Concentration Electives	Concentration Electives
HST110 World History I	HST111 World History II		
Concentration Elective	Concentration Elective		
College Seminar	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.



## 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 11<sup>th</sup> 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](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](mailto:MameL@cciu.org) or 484-237-5106

## **HOMELAND SECURITY**

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 2018**  
**OAHS English Department**

**9<sup>th</sup> Grade**

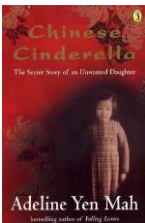
- Students entering the 9 Honors course **MUST** choose the cluster of texts designated for 9 Honors (Cluster 4).
- All other students must choose one of the themed clusters listed below (Cluster 1-3) and complete the reading of two texts. Students may not mix and match texts from different clusters. 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**

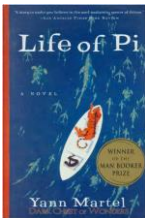
This cluster includes the most accessible reads.

**REQUIRED READ:**

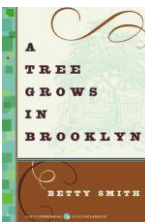


*Chinese Cinderella: The Secret Story of an Unwanted Daughter* by Adeline Yen Mah (nonfiction)  
Adeline Yen Mah tells the story of her painful childhood and her ultimate triumph and courage in the face of despair. Adeline's affluent, powerful family considers her bad luck after her mother dies giving 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)

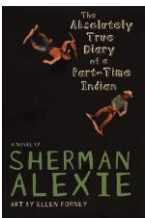
**CHOOSE ONE (all fiction):**



*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)

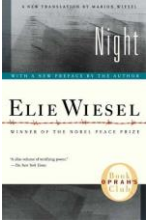


*The Absolutely True Diary of a Part-time Indian* by Sherman Alexie\*  
*The Absolutely True Diary of a Part-Time Indian*, which is based on the author's own experiences, coupled with poignant drawings by Ellen Forney that reflect the character's art, chronicles the contemporary adolescence of one Native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

L = Lexile measure

**Cluster 2**  
**Theme: Effects of Inequality and Prejudice**  
This cluster includes more challenging reads.

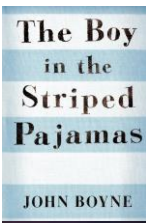
**REQUIRED READ:**



*Night* by Elie Wiesel (nonfiction)

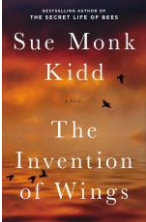
Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)

**CHOOSE ONE** (all fiction):



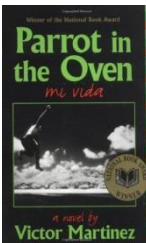
*The Boy in the Striped Pajamas* by John Boyne

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

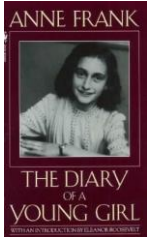
Manny, a teenage Mexican American boy, attempts to find his place in a society full of disappointment. Set in the projects, Manny gives a very realistic account of what it is like to grow up as a minority in a poor, dysfunctional home. Receiving no real direction from his family, Manny battles with what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

### Cluster 3

#### Theme: Desire for Companionship and Acceptance

This cluster includes more challenging reads.

#### REQUIRED READ:

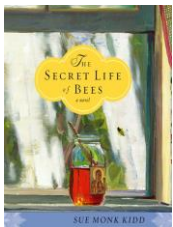


*The Diary of a Young Girl* by Anne Frank (nonfiction)\*

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)

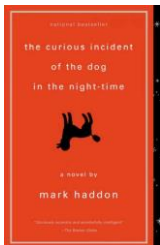
\*may contain sensitive content.

#### CHOOSE ONE (all fiction):



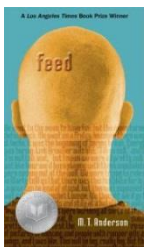
*The Secret Life of Bees* by Sue Monk Kidd

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 Night-Time* 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) \*may contain sensitive content



*Feed* by M.T. Anderson\*

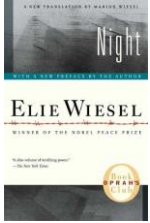
*Feed* is a smart, savage satire that delves into identity crises, consumerism, and star-crossed teenage love in a futuristic society where people connect to the Internet via feeds implanted in their brains. (770L) \*may contain sensitive content

## Cluster 4

### 9 HONORS

This cluster is designated for 9 Honors students ONLY.

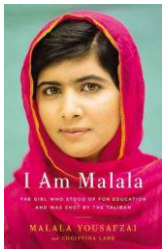
#### REQUIRED READ:



*Night* by Elie Wiesel (nonfiction)

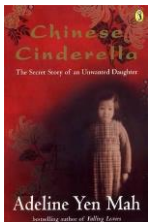
Elie Wiesel's masterpiece is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps, Auschwitz and Buchenwald in 1944–1945, at the height of the Holocaust and toward the end of the Second World War. (570L)

#### CHOOSE ONE (both nonfiction):



*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)



*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)

L = Lexile measure

## 9<sup>th</sup> Grade Assignment: Clusters 1-3

### Objective Assessments

(formative assessment)

Students will complete multiple-choice assessments designed to measure reading comprehension, knowledge of literary devices, theme, and author's purpose during the second week of school.

## 9<sup>th</sup> Grade Assignment: 9 Honors ONLY

### Expository Essay

(performance assessment)

Essay will be written the first week of school. Students are strongly urged but NOT required to take notes while reading.



## 10<sup>th</sup> Grade

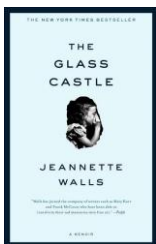
- Students entering the 10 Honors course MUST choose the cluster of texts designated for 10 Honors (Cluster 4).
- All other students must choose one of the themed clusters listed below (Cluster 1-3) and complete the reading of two texts. Students may not mix and match texts from different clusters. Within 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: The Quest for Self-Identity

This cluster includes the most accessible reads.

#### REQUIRED READ:

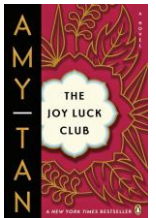


*The Glass Castle* by Jeannette Walls (nonfiction)\*

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

\*may contain sensitive content

#### CHOOSE ONE (all fiction):



*The Joy Luck Club* by Amy Tan

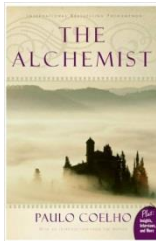
In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money. (920L)



*Paper Towns* by John Green\*

When Margo Roth Spiegelman beckons Quentin Jacobsen in the middle of the night—dressed like a ninja and plotting an ingenious campaign of revenge—he follows her. Margo’s always planned extravagantly, and, until now, she’s always planned solo. After a lifetime of loving Margo from afar, things are finally looking up for Q . . . until day breaks and she has vanished. Always an enigma, Margo has now become a mystery. But there are clues. And they’re for Q.

(850L) \*may contain sensitive content



*The Alchemist* by Paulo Coelho

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

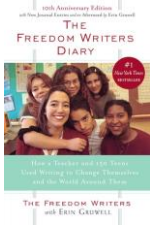
L = Lexile measure

## Cluster 2

### Theme: Exploring Diversity: Underrepresented Groups

This cluster includes more challenging reads.

#### REQUIRED READ:

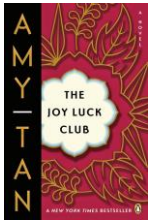


*The Freedom Writers Diaries* by Erin Gruwell (nonfiction)\*

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

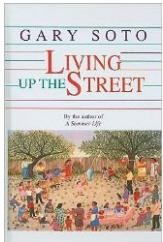
\*may contain sensitive content

#### CHOOSE ONE (all fiction):



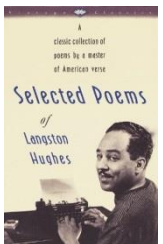
*The Joy Luck Club* by Amy Tan

Four mothers, four daughters, four families whose histories shift with the four winds depending on who's "saying" the stories. In 1949 four Chinese women, recent immigrants to San Francisco, begin meeting to eat dim sum, play mahjong, and talk. United in shared unspeakable loss and hope, they call themselves the Joy Luck Club. Rather than sink into tragedy, they choose to gather to raise their spirits and money. (920L)



*Living up the Street* by Gary Soto

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



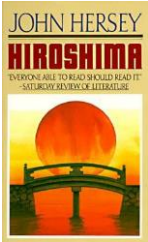
*The Selected Poems of Langston Hughes* by Langston Hughes

The poems in this collection were chosen by Hughes himself shortly before his death in 1967 and represent work from his entire career. His poems celebrate the experience of invisible men and women: of slaves who "rushed the boots of Washington"; of musicians on Lenox Avenue; of the poor and the lovesick; of losers in "the raffle of night." (NP)



**Cluster 3**  
**Theme: The Many Faces of Human Nature**  
This cluster includes more challenging reads.

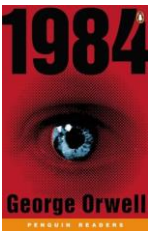
**REQUIRED READ:**



*Hiroshima* by John Hersey (nonfiction)

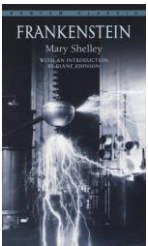
On August 6, 1945, Hiroshima was destroyed by the first atom bomb ever dropped on a city. This book, John Hersey's journalistic masterpiece, tells what happened on that day. Told through the memories of survivors, this timeless, powerful and compassionate document has become a classic "that stirs the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

**CHOOSE ONE (all fiction):**



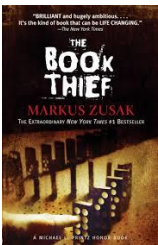
*1984* by George Orwell\*

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



*Frankenstein* by Mary Shelley

Scientist Victor Frankenstein assembles a body of stolen body parts and brings it to life, only to discover horrific consequences. (1170L)



*The Book Thief* by Markus Zusak

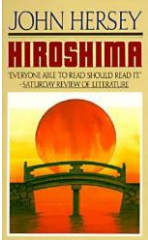
Set during World War II in Germany, Markus Zusak's groundbreaking new novel is the story of Liesel Meminger, a foster girl living outside of Munich. Liesel scratches out a meager existence for herself by stealing when she encounters something she can't resist—books. With the help of her accordion-playing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

## Cluster 4

### 10 HONORS

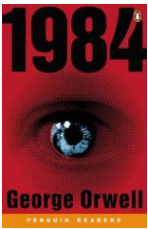
This cluster is designated for 10 Honors students ONLY.

#### BOTH REQUIRED READS:



*Hiroshima* by John Hersey (nonfiction)

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



*1984* by George Orwell (fiction)\*

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

L = Lexile measure

## 10<sup>th</sup> Grade Assignment: Clusters 1-3

### Objective Assessments

(formative assessment)

Students will complete multiple-choice assessments designed to measure reading comprehension, knowledge of literary devices, theme, and author's purpose during the second week of school.

## 10<sup>th</sup> Grade Assignment: 10 Honors ONLY

### Expository Essays (timed and written in class)

(performance assessment)

Essays will be written within the first two weeks of school. Students are strongly urged but NOT required to take notes while reading.

## 11<sup>th</sup> Grade

- Students entering the 11 Honors course **MUST** choose the cluster of texts designated for 11 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: Challenges to the American Dream**

This cluster includes the most accessible reads.

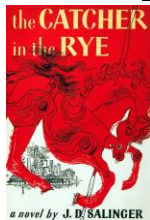


#### **REQUIRED READ:**

*I Never Promised You a Rose Garden* by Joanne Greenberg (Pen Name Hannah Green) (nonfiction)

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

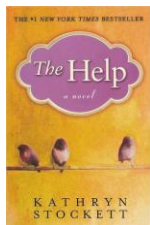
#### **CHOOSE ONE** (all fiction):



*The Catcher in the Rye* by JD Salinger\*

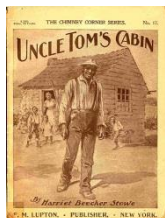
Holden narrates the story of a couple of days in his sixteen-year-old life, just after he's been expelled from prep school. His constant wry observations about what he encounters, from teachers to phonies, capture the essence of the eternal teenage experience of alienation. (790L)

\*may contain sensitive content



*The Help* by Kathryn Stockett

Jackson, Mississippi, 1962: where black maids raise white children, but aren't trusted not to steal the silver. There's Aibileen, raising her seventeenth white child and nursing the hurt caused by her own son's tragic death; Minny, whose cooking is nearly as sassy as her tongue; and white Miss Skeeter, home from college, who wants to know why her beloved maid has disappeared. As each woman finds the courage to cross boundaries, they come to depend and rely upon one another. Each is in search of a truth. And together they have an extraordinary story to tell. (730L)



*Uncle Tom's Cabin* by Harriet Beecher Stowe

Published in 1852, *Uncle Tom's Cabin* is the powerful abolitionist novel fueled by the fire of the human rights debate in 1852. Denouncing the institution of slavery in dramatic terms, the novel quickly draws the reader into the world of slaves and their masters. (1050L)

## Cluster 2

### **Theme: New Frontiers: Exploration and Adventure**

This cluster includes more challenging reads.

#### REQUIRED READ:



*Into Thin Air* by John Krakauer (nonfiction)

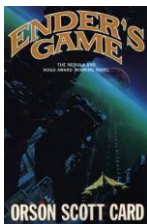
A bank of clouds was assembling on the not-so-distant horizon, but journalist-mountaineer Jon Krakauer, standing on the summit of Mt. Everest, saw nothing that "suggested that a murderous storm was bearing down." He was wrong. The storm provides the impetus for *Into Thin Air*, Krakauer's epic account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

#### CHOOSE ONE (all fiction):



*The Last of the Mohicans* by James Fennimore Cooper

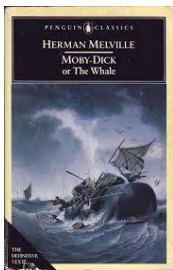
Deep in the forests of upper New York State, the brave woodsman Hawkeye (Natty Bumppo) and his loyal Mohican friends Chingachgook and Uncas become embroiled in the bloody battles of the French and Indian War. The abduction of the beautiful Munro sisters by hostile savages, the treachery of the renegade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



*Ender's Game* by Orson Scott Card\*

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

\*may contain sensitive content

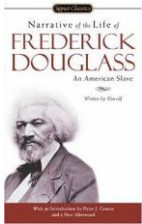


*Moby Dick* by Herman Melville

*Moby Dick* is the story of Captain Ahab's quest to avenge the whale that 'reaped' his leg. The quest is an obsession and the novel is a diabolical study of how a man becomes a fanatic. But it is also a hymn to democracy. Bent as the crew is on Ahab's appalling crusade, it is equally the image of a co-operative community at work: all hands dependent on all hands, each individual responsible for the security of each. Among the crew is Ishmael, the novel's narrator, ordinary sailor, and extraordinary reader. (420L)

**Cluster 3**  
**Theme: Embracing Cultural Identity**  
This cluster includes more challenging reads.

**REQUIRED READ:**



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

**CHOOSE ONE** (all fiction):



*Their Eyes Were Watching God* by Zora Neale Hurston\*  
*Their Eyes Were Watching God* tells the life story of Janie, an African-American woman. Hurston's great dialogue captures both the ongoing "war of the sexes," as well as the truces, joys, and tender moments of male-female relations. But equally important are Janie's relationships with other black women. There are powerful themes of female bonding, identity, and empowerment, which bring an added dimension to this book. (1080L) \*may contain sensitive content



*In the Time of the Butterflies* by Julia Alvarez\*  
During the last days of the Trujillo dictatorship in the Dominican Republic, three young women, members of a conservative, pious Catholic family, who had become committed to the revolutionary overthrow of the regime, were ambushed and assassinated as they drove back from visiting their jailed husbands. Thus martyred, the Mirabal sisters have become mythical figures in their country, where they are known as las mariposas (the butterflies), from their underground code names. (910L) \*may contain sensitive content



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

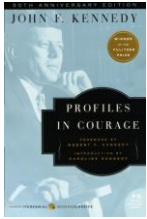


## Cluster 4

### 11 HONORS

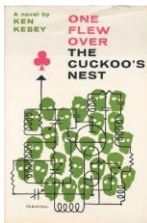
This cluster is designated for 11 Honors students ONLY.

#### ALL REQUIRED READS:



*Profiles in Courage* by John F. Kennedy (nonfiction)

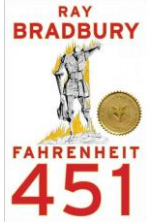
Written in 1955 by the then junior senator from the state of Massachusetts, John F. Kennedy's *Profiles in Courage* includes the inspiring true accounts of eight unsung heroic acts by American patriots at different junctures in our nation's history. Kennedy's book became an instant classic and was awarded the Pulitzer Prize. Now, a half-century later, it remains a moving, powerful, and relevant testament to the indomitable national spirit and an unparalleled celebration of that most noble of human virtues. (1410L)



*One Flew Over the Cuckoo's Nest* by Ken Kesey\*

Ken Kesey's *One Flew Over the Cuckoo's Nest* chronicles the head-on collision between its hell-raising, life-affirming hero Randle Patrick McMurphy and the totalitarian rule of Big Nurse. McMurphy swaggers into the mental ward like a blast of fresh air and turns the place upside down, but McMurphy's revolution against Big Nurse and everything she stands for quickly turns from sport to a fierce power struggle with shattering results. (1110L)

\*may contain sensitive content



*Fahrenheit 451* by Ray Bradbury\*

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

L = Lexile measure

## 11<sup>th</sup> Grade Assignment: Clusters 1-3

### Objective Assessments

(formative assessment)

Students will complete multiple-choice assessments designed to measure reading comprehension, knowledge of literary devices, theme, and author's purpose during the second week of school.

## 11<sup>th</sup> Grade Assignment: 11 Honors ONLY

### Expository Essays

(performance assessment)

Essays will be written within the first three weeks of school. Students are strongly urged but NOT required to take notes while reading.

## 12<sup>th</sup> Grade

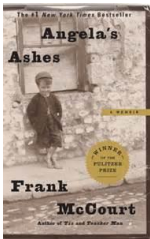
- Students entering the 12 Honors and 12 Advanced Placement courses MUST choose the cluster of texts designated for those levels (Cluster 4-5).
- All other students must choose one of the themed clusters listed below (Cluster 1-3) and complete the reading of two texts. Students may not mix and match 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: Individualism vs. Conformity**

This cluster includes the most accessible reads.

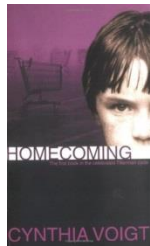
#### **REQUIRED READ:**



*Angela's Ashes* by Frank McCourt (nonfiction)

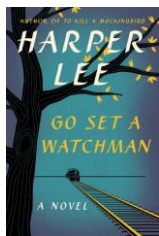
The autobiography of Frank McCourt chronicles growing up against all odds in the slums of Ireland. (1110L)

#### **CHOOSE ONE** (all fiction):



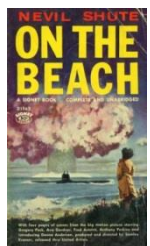
*Homecoming* by Cynthia Voigt

After their mother abandons the four Tillerman children somewhere in the middle of Connecticut, they have to find their way, somehow, to Great-aunt Cilla's house in Bridgeport, which may be their only hope of staying together as a family. But when they get to Bridgeport, they learn that Great-aunt Cilla has died, and the home they find with her daughter, Eunice, isn't the permanent haven they've been searching for. Their journey continues to its unexpected conclusion -- and some surprising discoveries about their history, and their future. (630L)



*Go Set a Watchman* by Harper Lee

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



*On the Beach* by Nevil Shute

*On the Beach*, published in 1957, provides an unforgettable vision of a post-apocalyptic world. After a nuclear World War III has destroyed most of the globe, the few remaining survivors in southern Australia await the radioactive cloud that is heading their way and bringing certain death to everyone in its path. Both terrifying and intensely moving, *On the Beach* is a remarkably convincing portrait of how ordinary people might face the most unimaginable nightmare. (730L)

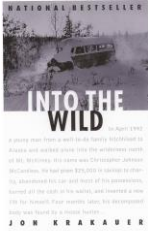
L = Lexile measure

## Cluster 2

### Theme: Heroism

This cluster includes more challenging reads.

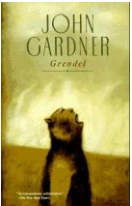
#### REQUIRED READ:



*Into the Wild* by John Krakauer (nonfiction)

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

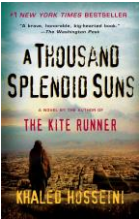
#### CHOOSE ONE (all fiction):



*Grendel* by John Gardner\*

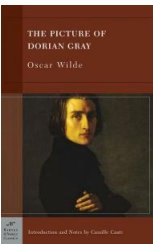
*Grendel* is a retelling of part of the Old English poem *Beowulf* from the perspective of the antagonist, Grendel. In the novel, Grendel is portrayed as an antihero. The novel deals with finding meaning in the world, the power of literature and myth, and the nature of good and evil. (920L)

\*may contain sensitive content



*A Thousand Splendid Suns* by Khaled Hosseini

Born a generation apart and with very different ideas about love and family, Mariam and Laila are two women brought jarringly together by war, by loss and by fate. As they endure the ever escalating dangers around them-in their home as well as in the streets of Kabul, they come to form a bond that makes them both sisters and mother-daughter to each other, and that will ultimately alter the course not just of their own lives but of the next generation. (830L)



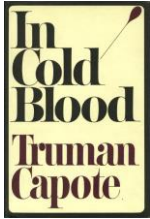
*The Picture of Dorian Gray* by Oscar Wilde

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



**Cluster 3**  
**Theme: Moral Dilemmas**  
This cluster includes more challenging reads.

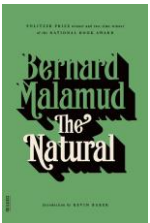
**REQUIRED READ:**



*In Cold Blood* by Truman Capote (nonfiction)\*

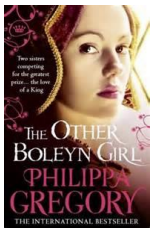
Capote's *In Cold Blood* is a nonfictional recreation of the murder of a Kansas family and the subsequent capture of the killers. (1040L) \*may contain sensitive content

**CHOOSE ONE** (all fiction):



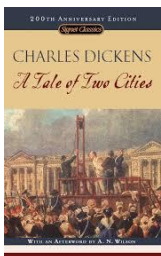
*The Natural* by Bernard Malamud

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



*The Other Boleyn Girl* by Philippa Gregory

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



*A Tale of Two Cities* by Charles Dickens

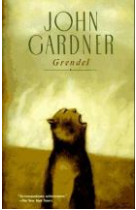
*A Tale of Two Cities*, published in 1859, is set in the late 18th century against the background of the French Revolution. The novel depicts the plight of the French peasantry demoralized by the French aristocracy in the years leading up to the revolution, the corresponding brutality demonstrated by the revolutionaries toward the former aristocrats in the early years of the revolution, and many unflattering social parallels with life in London during the same time period. (1080L)

## Cluster 4

### 12 HONORS

This cluster is designated for 12 Honors students ONLY.

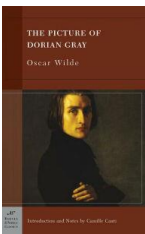
#### ALL REQUIRED READS:



*Grendel* by John Gardner (fiction)\*

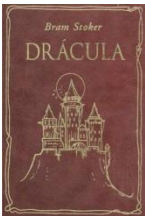
*Grendel* is a retelling of part of the Old English poem *Beowulf* from the perspective of the antagonist, Grendel. In the novel, Grendel is portrayed as an antihero. The novel deals with finding meaning in the world, the power of literature and myth, and the nature of good and evil. (920L)

\*may contain sensitive content



*The Picture of Dorian Gray* by Oscar Wilde (fiction)

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



*Dracula* by Bram Stoker (fiction)

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

L = Lexile measure

## Cluster 5

### 12 ADVANCED PLACEMENT

This cluster is designated for 12 AP students ONLY.

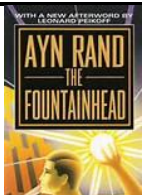
#### ALL REQUIRED READS:



*Invisible Man* by Ralph Ellison (fiction)\*

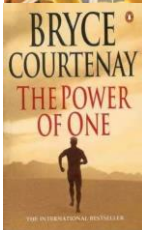
The tale of a nightmare journey across the racial divide tells unparalleled truths about the nature of bigotry and its effects on the minds of both victims and perpetrators. As he journeys from the Deep South to the street and basements of Harlem, from a horrifying "battle royal" where black men are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

(Continues on next page)



*The Fountainhead* by Ayn Rand (fiction)

This instant Objectivist classic is the story of an intransigent young architect and his violent battle against conventional standards. Here is a novel about a hero—and about those who try to destroy him. (780L)



*The Power of One* by Bryce Courtenay (fiction)

In 1939, as Hitler casts his enormous, cruel shadow across the world, the seeds of apartheid take root in South Africa. There, a boy called Peekay is born. His childhood is marked by humiliation and abandonment, yet he vows to survive and conceives heroic dreams—which are nothing compared to what life actually has in store for him. He embarks on an epic journey through a land of tribal superstition and modern prejudice where he will learn the power of words, the power to transform lives, and the power of one. (940L)

L = Lexile measure

## 12<sup>th</sup> Grade Assignment: Clusters 1-3

### Objective Assessments

(formative assessment)

Students will complete multiple-choice assessments designed to measure reading comprehension, knowledge of literary devices, theme, and author's purpose during the **second week of school**.

## 12<sup>th</sup> Grade Assignment: 12 Honors ONLY

### Expository Essays (timed and written in class) and Graded Discussions

(performance assessment)

Graded discussions will take place and essays will be written within the **first two weeks of school**. Students are strongly urged but NOT required to take notes while reading.

## 12<sup>th</sup> Grade Assignment: 12 AP ONLY

### Expository Essay

(performance assessment)

The essay will be due the **first day of school**.

Prompt\*:

All three novels deal with the conflict of individual identity vs. collective society. Write a 1000-1500-word essay that *compares and contrasts* the way each novel *explores and presents this conflict and how this enhances the meaning/theme* of each novel. You may want to pay attention (but don't be limited) to the individual drive for power- how characters struggle to free themselves from the power of others or seek to gain power over others-, the topic of superiority vs. inferiority, and the search for identity. Formulate a strong thesis statement and use direct reference to the novel to support your arguments. Your essay must follow MLA guidelines: Times New Roman/ 12 point font/ Double-spaced/1 inch margins, in-text citations, Works Cited page, etc.

\*For more information, contact Mrs. Burnett.