

# **Oxford Academy High School**

## ***Course Descriptions***



**2024 - 2025**

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### **Note from the Principal**

The information in this booklet is offered to assist you in making your decisions about which courses you will take next year. Look over the booklet thoroughly and discuss the courses with your parents, school counselor, teachers and friends. In making your choices, consider selecting courses that will challenge you academically and afford you the widest range of options for the future. Please keep in mind that course availability and number of class sections is not guaranteed and will depend on enrollment and staffing.

In addition to the specific Board of Regents requirements, there are also several other state and local graduation requirements that students must meet. It is important that these are understood and taken into consideration when planning a four-year course of study. Graduation and other requirements are outlined on the following pages. We look forward to helping each student achieve their individual educational goals, and please contact the Guidance department if you have questions.

Respectfully,

*Dawn A. Hover*

Dawn A. Hover

Oxford Academy High School Principal

**Graduation Requirements**  
**AT LEAST 22 CREDITS AND**  
**THE FOLLOWING CORE COURSE REQUIREMENTS:**

**4 Units of English**

English 9 English 10 English 11 English 12

**4 units of Social Studies**

Global History and Geography I and II (2 credits)  
U.S. History (1 credit)  
Economics (.5 credit)  
Government (.5 credit)

**3 units of Math**

Usually a combination of: Algebra 1, Algebra 1a, Algebra 1b, Algebra II/Trig, Geometry 1,  
Geometry, Personal Finance

**3 units of Science**

Biology and Earth Science and one other class including:  
Chemistry, Physics, Horticulture, Animal Science, or other Science elective

**2 units of Physical Education (PE must be taken every year)**

9th, 10th, 11th, 12th (.5 credit each year)

**.5 unit in High School Health**

**1 unit in Art or Music**

**1 unit in Spanish**

**3.5 units of Electives**

**All Students** will be required to successfully complete with a 65 or better the Comprehensive English Regents, one Math Regents (Algebra, Geometry or Trigonometry), the Global Studies Regents, U.S. History Regents and a Science Regents (Living Environment/Biology, Physical Environment/Earth Science, Chemistry or Physics) in order to graduate.

**The local diploma option is no longer available** to students unless students have an Individualized Education Plan (IEP) in which case a local diploma will be awarded as all 5 of the above regents exams are completed with a 55 or better. A local diploma may be awarded to students with an IEP with scores of 45 or better in certain situations in Global, Science, or US History as per the safety net compensatory option.

**ADVANCED REGENTS DIPLOMA WILL BE AWARDED BY:**

- Passing the 2nd and 3rd math courses and Regents exams (Geometry and Algebra II/Trig)
- Passing a 2nd science course and Regents exam
- Taking 3 years of Spanish and passing the proficiency exam

## COURSES OFFERED ARE DEPENDENT ON STAFFING AND ENROLLMENT

### AGRICULTURE

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Intro to AFNR</b>	<b>9-10</b>	<b>.5</b>

**Prerequisite: None**

AFNR is the foundation course for any student interested in agriculture or natural resources. This course will help students acquire a broad understanding of the vast field of agriculture. There will be many opportunities for hands-on activities, projects and field trips. Topics include natural resources, plants and animals, agricultural mechanics, scientific processes and communication methods. Students will also be introduced to FFA and opportunities for Supervised Agricultural Experiences (SAE's) for work-based learning and entrepreneurship.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Plant Science</b>	<b>10-12</b>	<b>1</b>

**Prerequisite: Intro to AFNR**

All Plant Science students actively participate in the student-run greenhouse. Students will greet customers and maintain the appearance and cleanliness of the green house and school buildings. Students maintain professional courtesy and demonstrate teamwork skills. Students will learn about many aspects of horticulture that will allow them to experience what working in the horticulture industry would be like. Guest speakers augment the Agriculture program. Community service is integrated into the program as a lifelong value. Work experience placements are provided to address student interest and needs.

Text: Reading assigned from various books, pamphlets and articles.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Animal Science I</b>	<b>10-12</b>	<b>1</b>

**Prerequisite: Intro to AFNR**

**Class Cap: 16**

Learn how to keep your pets happy, healthy and safe. Students will learn how to effectively care for small animals, with a focus on cats and dogs, but various other species will be introduced as well. This is an ideal class for anyone who loves caring for animals or wants to pursue a career in the medical or veterinary industry. This class involves opportunities to work with live animals. Large animal science is an opportunity to explore the health, nutrition, reproduction and care of livestock animals. Students will have the opportunity to work with live animals and experience field trips, guest speakers and dissections. This is an ideal course for anyone who loves caring for animals or wants to pursue a career in the veterinary, medical or agricultural industries.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Food Science</b>	<b>10-12</b>	<b>1</b>

**Prerequisite: Intro to AFNR**

**Class Cap: 12**

Food Science and Safety is a specialization course in the CASE Program of Study. Students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development, and marketing. Students will maintain a research level Laboratory Notebook throughout the course documenting their experiences in the laboratory. Research and experimental design will be highlighted as students

develop and conduct industry appropriate investigations.

Food Science and Safety includes the following units of study: Introduction to Food Science, Chemistry of Food, Safety of Our Food, Food Processing Preservation and Packaging, Food Health and Security, Preference and Product Availability, and Food Product Development.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Agricultural Power and Technology</b>	<b>11-12</b>	<b>1</b>
<b>Prerequisite: Intro to AFNR and one other Ag Class</b>		
<b>Class Cap: 10</b>		

Agricultural Power and Technology (APT) exposes students to mechanics, power, technology, and career options in the world of agriculture. Students participating in the APT will experience mechanical and engineering concepts with exciting hands-on activities, with two to three labs per week. Students will acquire the basic skills to operate, repair, engineer, and design agricultural tools and equipment.

The Agricultural Power and Technology course includes: Shop Safety, Tool Operation, Material Selection and Uses, Fabrication, Energy and Power Production, Machine Components and Design, Agricultural Structures, and Engineering Design Process.

\*\*this course may be offered, based on staff availability and demand

## **ART**

A variety of Visual Art course offerings are available to meet the needs of all students who wish to investigate art as a means of self-expression, creative problem solving and visual communication. All students must have one unit of art and/or music in order to graduate. Students may take a 5 credit art sequence (10 individual classes) in order to fulfill certain requirements for the Advanced Regents Diploma.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Studio Art 1</b>	<b>9-12</b>	<b>.5</b>
<b>Prerequisite: None</b>		

This course is an introduction to the visual arts. It makes students aware of their potential, stimulates them to observe their environment, and equips them with strong visual art vocabulary to help communicate their ideas. This is a 2-dimensional course of study focusing on basic drawing and painting techniques for the beginning art student. Emphasis is on the Elements of Art and the Principles of Design within a composition. Various drawing and painting media are introduced such as graphite, ink, charcoal, pastel, colored pencil watercolor and acrylic paints.

### **2-Dimensional Artworks Include:**

Drawing, Design, Art History, Perspective, Collage, Calligraphy, Painting, Famous Artist Report, Careers in Art, Art Criticism.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Studio Art 2</b>	<b>9-12</b>	<b>.5</b>
<b>Prerequisite: None</b>		

This course is an introduction to 3-dimensional design. Building techniques using media such as clay, plaster, wood, and wire will be utilized. Focus is on various sculptural elements such as form, weight, and balance. Designed for the beginning sculpture students, it encourages them to think independently, use creative problem solving skills and experiment.

### **3-Dimensional Artworks include:**

Found Objects, Recyclables, Ceramics, Mosaic, Textiles, Plaster, Wire, Wood, Printmaking, Famous Artist Report, Art History, Earthworks Report, Careers in Art, Art Criticism.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Drawing</b>	<b>10-12</b>	<b>.5</b>

**Prerequisites: Studio Art 1 or Design & Draw for Production**

As a natural progression from Studio Art I, this course will address a wide range of advanced drawing techniques, building upon learned skills. A variety of media will include graphite, charcoal, ink, pastels and colored pencils. This class will emphasize drawing from life through observation and practice, as well as Still Life studies. Students will have the opportunity to experiment, think independently and develop a personal style. Art Criticism will be practiced. A Famous Artist in Drawing Report is required. Careers in Drawing & Graphic Design are covered.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Painting</b>	<b>10-12</b>	<b>.5</b>

**Prerequisite: Studio Art 1 and Drawing**

This course builds upon the experience of Drawing and Painting in Studio Art I and Drawing. Students explore a variety of media and techniques to further develop their artistic expression. Media may include charcoal, graphite, ink, egg tempera, oil paint, watercolor paint, and acrylic paint. Art History is incorporated throughout. Students learn to stretch their own canvas and will do research on a famous artist. Art Criticism will be practiced.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Portfolio Development</b>	<b>12</b>	<b>.5</b>

**Prerequisite: Three credits of the Art Sequence**

This course is specifically designed for advanced art students planning on college entrance in the field of Art and Design. Careers in Art are covered, culminating in a "Careers in Art Report". Students will develop a professional portfolio of artwork that fulfills the requirements for college entrance. Students will be encouraged to develop their own personal styles and produce a body of work that reflects their interests, concerns and personalities, while satisfying Portfolio requirements and Adjudication. Art Criticism will be practiced.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Photography</b>	<b>11-12</b>	<b>.5</b>

**Prerequisite: Reserved for seven seniors, first, and then open to 11th grade and below**

This is a foundation course where the students will be exposed to the magic of Black & White Film photography. Using a 35mm camera students will use the Elements of Art and the Principles of Design in their photo compositions. The History of Photography will be covered and a "Famous Photographer Report" required. Knowledge of the camera, composition techniques, negative development, printmaking techniques, mounting and professional display will be covered. Careers in Photography will be attended to, culminating in a "Career in Photography" report. Art Criticism will be practiced.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Sculpture</b>	<b>12</b>	<b>.5</b>

**Prerequisite: Studio Art 2**

We will focus on the history of Sculpture through images of other cultures and eras in art history. There will be emphasis on the Elements of Art and the Principles of Design as they pertain to sculpture with each project. Students will have tremendous freedom to choose their own direction, techniques and media. Art Criticism will be practiced.

This class will introduce several different techniques and media for creating 3-dimensional artworks.

Wire	Jute	Box Sculpture
Paper	Found Objects	Clay
Papier Mache	Art History	
Famous Sculptor Report or Earthwork Report		

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Independent Study</b>	<b>10-12</b>	<b>.5</b>

**Prerequisite: Studio Art 1 & 2 and Two More Classes of the Art Sequence**

This course is designed for the Advanced Art Student wishing to continue the Art Sequence. Students will work one on one with the instructor in a regular class setting to develop a cohesive body of work, with concentration upon their chosen media. Students will have tremendous freedom to choose their own direction, techniques and media. Art criticism will be practiced. A Famous Artist Report and Artwork is required. Teacher approval is required.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Ceramics 1</b>	<b>10-12</b>	<b>.5</b>

**Prerequisite: Studio Art 1 & Studio Art 2**

This class will build upon the knowledge gained from the craft of "Clay Working" from the Studio Art II course. Students are required to be familiar with some of the hand built clay making techniques and vocabulary for Ceramics. Emphasis will be placed upon the Elements of Art: line, shape, texture, color, space, value and form. Focus will be upon these hand building techniques: pinch, coil, and slab methods. Functional as well as sculptural applications will be explored. Introduction to traditional and historical ceramic arts will be incorporated into the studio experience. Various glaze and decoration techniques for finishing work will be introduced after the Bisque Firing (First Firing). The main goal of this course is that the student will be able to create, as well as appreciate expressive, beautiful 3 Dimensional Clay Forms. Students will have an understanding of other cultures and periods of human expression in clay and finally, the student will begin to be proficient at forming clay objects on their own. A Famous Ceramicist Report is required.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Ceramics 2</b>	<b>11-12</b>	<b>.5</b>

**Prerequisite: Studio Art 1, Studio Art 2 & Ceramics 1**

This class will build upon the knowledge gained from the Ceramics I course. Emphasis will be placed upon the Elements of Art: line, shape, texture, color, space, value and form. Focus will be upon these hand building techniques: pinch, coil, and slab methods. Functional as well as sculptural applications will be explored including Lid building, Pulling Handles and Mixed Media applications. Continued study of traditional and historical ceramic arts will be incorporated into the studio experience. Students will choose one historical period/culture and create a work of art created to reflect that period.

Various glaze and decoration techniques for finishing work will be utilized after the Bisque Firing (First Firing). The main goal of this course is that the student will be able to create, as well as appreciate expressive, beautiful 3 Dimensional Clay Forms. Students will have an understanding of other cultures and periods of human expression in clay and finally, the student will continue to be proficient at forming clay objects on their own.

\*\*this course may be offered, based on staff availability and demand

**Tompkins Cortland Community College TC3 Course**

**Painting 1**

**Credit**

**HS .5**

**Prerequisite: Studio Art 1, Studio Art 2, Drawing and Painting and/or the discretion of the instructor**

**TC3 3**

Painting I provides an introduction to the methods and techniques of various painting media. Elements of Color and Form within a Composition are studied with an emphasis on experimentation. Students will understand a general history of Painting. Students will experiment with the techniques used for painting media. Students will demonstrate ability to apply color mixing/theory, composition, value and texture in their paintings. Students will demonstrate the ability to stretch and prepare canvas for painting. Students will develop the skills needed to critique paintings.

**Art 115 Fulfills the SUNY General Education Requirement in the Arts**

\*\*this course may be offered, based on staff availability and demand

**CTE (Career and Technical Education) at BOCES**

**Career and Technical Education**

**Grade Level**

**Credit**

**11-12**

**4**

**Prerequisite: Completing 9th and 10th grade classes as required**

Career and Technical Education combines integrated academic instruction with industry-based technical training. This assists students in developing career specific and employability skills. Students earn four academic credits per year while attending CTE Programs over a two-year period. This helps them meet graduation requirements. Students who complete all requirements of the CTE class, an employability skills profile, student senior project, and pass a State of National exam in the CTE class area, will be awarded a Technical Endorsement on their High School Diploma. Employers across the state recognize this Technical Endorsement as an indicator that the student is an excellent candidate for employment. Students selecting CTE programs may be eligible to receive the final unit of credit in Math or Science, if the student cannot fit the required courses into their schedule, prior to elective choices. **Students are required to take English 12 at Oxford Academy.**

More information about specific programs is available in the Guidance Office.

**ENGLISH**

**Course Title**

**Grade Level**

**Credit**

**English 9**

**9**

**1**

This is a required course in which students will explore many different works of literature and informational texts with a focus on the close reading strategies. We will work together not only to explore the intentions of multiple writers, but also to augment your own writing skills and abilities. We will focus on analyzing important text evidence in order to determine the universal truths that our authors are trying to expose. We will build on this skill to determine how multiple central ideas interact and build upon each other. We will also apply our close reading strategies to informational texts as we practice research skills. These skills will benefit your own argumentative writing as you use text evidence to support a strong central claim.

**Course Title**

**Grade Level**

**Credit**

**English 10**

**10**

**1**

**Prerequisite: English 9**

This is a required course in which students will explore many different works of literature and informational texts with a focus on advanced close reading strategies. We will work together not only to explore the intentions of multiple writers, but also to refine your own writing skills and



abilities. We will focus on analyzing important text evidence in order to determine the universal truths that our authors are trying to expose. We will build on this skill to determine how multiple central ideas interact and build upon each other. We will also apply our close reading strategies to informational texts as we practice research skills. These skills will benefit your own argumentative writing as you use text evidence to support a strong central claim.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>English 11</b>	<b>11</b>	<b>1</b>

**Prerequisites: English 9 & 10**

In this course, we will explore many different works of literature and informational texts with a focus on the close reading strategies that students will use to succeed on the NYS Common Core English Regents exam at the end of the year. We will work together not only to explore the intentions of multiple writers, but also to augment our writing skills and abilities. We will focus on analyzing important text evidence in order to determine the universal truths that our authors are trying to expose. We will also apply our close reading strategies to informational texts as we practice research skills. These skills will benefit your own argumentative writing as you use text evidence to support a strong central claim.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>English 12</b>	<b>12</b>	<b>1</b>

**Prerequisites: English 9, 10, 11**

Throughout this course, we will refine and develop your close reading, writing, listening, speaking and language skills. Using various short stories, novels, nonfiction, drama, and poetry, we will explore the universal truths (themes) and big ideas that authors and writers try to convey in their work. In conjunction with class texts and independent reading materials, we will also expand your knowledge of vocabulary, reading, writing, research, and grammar. A major focus of this course will be developing your analytical skills through the use of archetypes and literary lenses. Additionally, a major focus will be on presentation and group discussion skills. Finally, the intent of this course is to prepare you to read, think, and discuss for college-level literature and discussion courses to help you become a strong life-long reader, writer, and thinker.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Dramatic Literature</b>	<b>9-12</b>	<b>.5</b>

Dramatic Literature: From Page to Stage and Screen," high school students engage with dramatic literature and acting. This elective course provides an immersive experience in reading and analyzing plays from different eras and cultures, understanding their thematic and narrative elements. Simultaneously, students develop acting skills through practical workshops focused on voice, movement, and character interpretation. The course emphasizes critical thinking, collaborative discussions, and culminates in a student-led performance, showcasing their interpretation and acting abilities. Key dramatic works will range from classical to contemporary, including both well-known masterpieces and lesser-known gems. This exploration will not only enhance students' appreciation of dramatic literature but also serve as a springboard for their own creative expression. Target Audience: This course is ideal for 9th to 12th grade students interested in literature, theater, and acting. No prior acting experience is required, making it accessible to all students with an interest in the dramatic arts.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Creative Expressions and Literary Focus</b>	<b>10-12</b>	<b>.5</b>

In this special English course, students will have the opportunity to reinforce and enhance their ELA skills in the domains of writing, literary analysis, and advanced vocabulary development. This course will also allow these students to earn elective credit. This class is not meant as a

remediation course, but as a way of exploring creativity, writing, and literary analysis in a way we do not have the time to do in our standard ELA classes. We will explore college-level writing, creative writing, short stories, poetry, and film as literature. This class will be run as a college prep course that will reinforce and expand high school ELA skills while at the same time preparing students to achieve high levels of success in college-level English courses.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>TC3 Academic Writing</b>	<b>12</b>	<b>HS .5</b>
<b>Prerequisites: Final grade of 90% or above in English 11 or a 90% on the ELA Regents if given or Teacher Approval</b>		<b>TC3 3</b>

This course develops and refines student writing in an academic context. Students engage and respond to challenging texts as they develop critical thinking skills. They learn to support their ideas with credible, authoritative information from academic sources and to recognize audience, purpose, and bias. ENGL 101 fulfills the SUNY General Education Basic Communication requirement.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>TC3 Approaches to Literature:</b>	<b>12</b>	<b>HS .5</b>
<b>Prerequisites: Successful completion of TC3 Academic Writing</b>		<b>TC3 3</b>

This course provides a comprehensive introduction to the major aspects of literature. Extensive writing, using various rhetorical modes, helps students appreciate and understand fiction, drama, and poetry as forms of literary expression. ENGL 102 satisfies the SUNY General Education Humanities requirement.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>TC3 Public Speaking</b>	<b>11-12</b>	<b>HS .5</b>
<b>Prerequisite: Final grade of 90% or above in English 10 &amp; 11 (if applicable) and/or the discretion of the instructor</b>		<b>TC3 3</b>

This course prepares students for a variety of academic and other situations in which formal presentations are required. Students will learn how to research, outline, and deliver short, informal presentations as well as longer speeches. A primary focus of the course will be selecting and organizing information into effective and ethical speeches while using available technology to enhance presentations. This course will give you the opportunity to develop and strengthen skills in preparing and presenting public oral presentations in a variety of situations.

\*\*this course may be offered, based on staff availability and demand

## HEALTH

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Health</b>	<b>9-12</b>	<b>.5</b>
<b>Prerequisite: None</b>		

This course is designed to encourage high school students to be more aware of the various aspects that are necessary in fostering a "healthy lifestyle". High school is a time of many changes and decisions. Health is designed to help students learn about their changing bodies, to help them sort out emotions and personal values, to aid them in maintaining optimum health (wellness) as a lifelong process, and to show students how to take responsibility for making healthy decisions. Students must pass Health to graduate from Oxford Academy. Health is all about the students. Topics include real-life situations for teens. The topic areas are based on teen pressures and teenage risk behaviors including but not limited to: Mental health, sexuality, smoking, alcohol, drugs, empathy and nutrition. Student's evaluation may include homework assignments, research projects, quizzes, presentations, and computer applications. The projects range from posters, brochures, oral presentations and group projects.

## **MATHEMATICS**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Algebra I</b>	<b>9</b>	<b>1</b>
Algebra I is designed for students who scored at or above grade level on the Grade 8 Math assessment. Topics include mathematical reasoning, operations, solving equations and inequalities, linear and non-linear graphs, functions, solving systems of equations, exponential equations, radicals, polynomials, solving quadratic equations, and statistics.		

The Algebra I Regents exam will be given upon completion of the course.

Text: Integrated Algebra (Prentice Hall)  
Common Core Algebra (eMath Instruction Inc)

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Algebra Ia</b>	<b>9</b>	<b>1</b>
Algebra Ia is designed for students who scored at or below grade level on the Grade 8 Math assessment. Students will cover the first half of Algebra I. Following this course, students will take Algebra Ib in preparation for the Algebra I Regents exam. Topics include eMathematical reasoning, operations, solving equations and inequalities, linear and non-linear graphs, functions, and solving systems of equations.		

Text: Integrated Algebra (Prentice Hall)  
Common Core Algebra (eMath Instruction Inc)

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Algebra Ib</b>	<b>10</b>	<b>1</b>
<b>PreRequisite: Algebra Ia</b>		
Algebra Ib is the second half of the Algebra sequence in preparation for the Regents exam. Topics include a review of Algebra Ia, exponential equations, radicals, polynomials, solving quadratic equations, and statistics. The Algebra I Regents exam will be given upon completion of the course.		

Text: Integrated Algebra (Prentice Hall)  
Common Core Algebra (eMath Instruction Inc)

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Geometry</b>	<b>10</b>	<b>1</b>
<b>Prerequisite: Algebra I (or Algebra Ia and Algebra Ib)</b>		
Geometry is the second math regents course for students. Topics include the study of geometric relationships, transformation; coordinate geometry, congruence and similarity of triangles, properties of triangles, quadrilaterals and circles, and constructions. The Geometry Regents will be given upon completion of the course.		

Text: Geometry (Prentice Hall)

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Geometry I</b>	<b>10-11</b>	<b>1</b>
<b>Prerequisite: Algebra I (or Algebra Ia and Algebra Ib)</b>		
Geometry I is designed for students who need a third credit of Math, but are looking for a less rigorous pace than Geometry. Selected topics of the Geometry text will be covered in this course. While there are no Regents at the completion of this course, students may continue and take the Geometry course.		

Text: Geometry (Prentice Hall)

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Algebra II/Trig</b>	<b>10-12</b>	<b>1</b>

**Prerequisite: Geometry**

Algebra II is the third math Regents course. Topics include functions, linear systems, quadratics, polynomials, radical functions, rational exponents, exponential and logarithmic functions, rational functions, conic sections, series and sequences, periodic functions and trigonometry, trigonometric identities and equations, probability and statistics. The Algebra II Regents will be given upon completion of the course.

Text: Algebra 2 (Prentice Hall)

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>PreCalculus (Math 12)</b>	<b>11-12</b>	<b>HS 1</b>

**Prerequisite: Algebra II**

**TC3 4**

Any student who will be taking rigorous college mathematics will find Precalculus helpful. It is a continuation of the mathematics from Algebra II going into the graphing and solution of high order functions and equations. Other topics include analytical geometry, trigonometry, series and sequences, and an introduction to Calculus. Other topics include analytical geometry, trigonometry, series and sequences, and an introduction to Calculus. Quizzes and homework will make up the student's grade. Homework will be given daily. Students will use the graphing calculator T184-Plus. Successful completion will earn 4 college credits from TC3.

Text: Precalculus (Larsen and Holsterler)

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>University Calculus</b>	<b>11-12</b>	<b>HS 1</b>

**Prerequisite: Pre-Calculus**

**TC3 4**

College Level Calculus is a college level course offered in conjunction with TC3. Students successfully completing the course will receive a college transcript and 4 credits from Tompkins Cortland Community College (TC3). This course covers differential and integral calculus in two dimensions. Topics include a brief review of Math 12 as well as new topics on limits and their properties, differentiations and their applications, integration and their applications, inverse functions and volume.. Students will continue using the graphing calculator T184-Plus (to be provided by the school). Successful completion will earn 4 college credits from TC3.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Personal Finance</b>	<b>11-12</b>	<b>1</b>

**Prerequisite: Two (2) Math Credits and Junior or Senior status**

Personal Finance will explore the topics of salary, budgeting, taxes, record keeping, checking and savings accounts, credit cards, loans (auto, home, and personal), insurance, and housing. Evaluations will be from homework, projects, quizzes, tests, classwork. A local final will be given.

Text: Mathematics for Business and Personal Finance (Lange and Rousos)

## MUSIC

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Concert Band</b>	<b>9-12</b>	<b>.5</b>

**Prerequisite: One year of band experience at the middle or high school level or permission of the band director**

This course is designed to develop each student's ability to perform alone and with others a varied repertoire of Instrumental Music. Students will develop their solo and ensemble

performance skills, their fundamental knowledge of music, and their overall musicianship, through rehearsing and performing Concert Band, and Solo literature as well as technical studies. Students enrolled in HS Band will have Band every other day all year, lessons during school, as well as performances both during and beyond the school day are a requirement of this course. This includes Concerts, festivals, NYSSMA Solo Festival, Band Competitions, the Sherburne Pageant of Bands, and others, Band members also have the opportunity to audition for and perform with the HS Jazz Band, Marching Band, All-County Music Festivals, NYSSMA Area All-State Music Festivals, All-State, DrumLine and other select ensembles. Grades are based on consistent effort and growth, participation, and performance in ensemble rehearsals, performances, weekly lessons, playing tests, and other evaluations. **This course, taken for two years, may be used to meet the New York State Arts requirement for graduation.**

Students may take band as an independent study course **only if the Concert Band class does not fit in their schedule with director approval.**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Chorus</b>	<b>9-12</b>	<b>.5</b>

**Prerequisite: None**

The choir is open to any student who enjoys singing. The group will prepare performances for the Winter and Spring Concerts (or virtually when necessary), using a wide variety of music including folk, Broadway, popular and standard works. Performances outside of school may include music festivals held at amusement parks, NYSSMA majors and Binghamton Hockey games. There is also an opportunity to participate in All-County and Area All-State vocal ensembles as well as prepare a NYSSMA vocal solo.

Students will learn basic music theory, sight-reading and vocal techniques. Participation during rehearsals will also be included in the chorus grade as well as attendance at all concerts. The concerts are scheduled in the evening on nights that do not conflict with sports or other school activities. Students are expected to attend one voice lesson per marking period.

The class is an elective that will be tailored to the needs and interests of the students enrolled. Students do not need a music background in order to participate in the Oxford High School Choir. **This course, taken for two years, may be used to meet the New York State Arts requirement for graduation.**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Music Theory I</b>	<b>11-12</b>	<b>HS .5 TC3 3</b>

**Prerequisite: Students who wish to take this course must have completed at least 1 year of High School Concert Band, and/or Chorus. Students who have not participated in one of these ensembles may take the course provided they have completed at least two years of private instrumental music lessons or can demonstrate instrumental music knowledge via proficiency exam.**

**Class Cap: 5**

This course is designed for students who are considering studying music beyond High School or those who have a sincere desire to study the structure of music in more detail. This course will cover the basic elements of music theory. Students will develop their knowledge of the elements of basic music theory. Major and minor scales, rhythmic and pitch notation, music symbols and terms, key signatures, intervals and triads, and part-writing will be studied. Class activities will

include ear training, basic piano skills, and skill development using workbooks and computers. This course may be used to partially meet the New York State Arts requirement for graduation. This class is offered through TC3 as a dual enrollment course.

\*\*this course may be offered, based on staff availability and demand

## PATHWAYS

Course Title	Grade Level	Credit
<b>Pathways I</b>	<b>10</b>	<b>.5</b>

Major Curriculum Components: Community, Career Exploration, Employability Skills, Culminating Project.

Pathways is founded on a vision in which all students leave secondary school with a clear plan for their initial post-secondary destination, whether in apprenticeship training, college, community living, or the workplace. Students will leave with confidence in their ability to implement, and revise to adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.

\*\*this course may be offered, based on staff availability and demand

## PHYSICAL EDUCATION

Course Title	Grade Level	Credit
<b>Physical Education</b>	<b>9-12</b>	<b>.5</b>

Students in grades 9-12 are expected to enroll in physical education classes each year, unless they enroll in a fitness/weight training course or outdoor education in place of PE. Every student must amass two (2) units of PE credit in order to meet the graduation requirement.

There are both boys and girls PE classes, as well as opportunities throughout the year for Co-educational experiences. Physical education classes consist of team and individual sports and activities such as football, badminton, volleyball, basketball, weight training, soccer, and field hockey. The curriculum also includes lifetime sports such as golf, tennis, pickleball, fishing (fly and spin cast), snow-shoeing, mountain biking, etc.

Students are graded on their participation, preparation and assessments.

Course Title	Grade Level	Credit
<b>Intro to Weights</b>	<b>9-12</b>	<b>.5</b>

**Class Cap: 15**

This class is designed to expose students to various weight training and cardio conditioning methods to benefit the heart, improve balance, strengthen bones, train for specific sports and lose weight. Students in this class are required to track their workouts, write smart goals and help design their own personal workout program. While freshmen are not excluded, we take upperclassmen first as they have been exposed to the basics of this program in a physical education class. **The class size is limited to 15 people as safety is our first priority and upperclassmen get first priority to taking the class.**

Course Title	Grade Level	Credit
<b>Fitness</b>	<b>9-12</b>	<b>.5</b>

**Class Cap: 15**

This class is designed to expose students to various fitness programs including: weight training, circuit training, plyometrics, kettlebells, and body weight training to benefit the heart, improve balance, strengthen bones, train for specific sports and lose weight. Students in this class are required to track their workouts, write smart goals and help design their own personal workout program. While freshmen are not excluded, we take upperclassmen first as they have been exposed to the basics of this program in a physical education class. **The class size is limited**

**to 15 people as safety is our first priority and upperclassmen get first priority to taking the class.**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Outdoor Education</b>	<b>10-12</b>	<b>1</b>

**Class Cap: 6**  
The Outdoor Education program at Oxford High School is an excellent student-centered program where students learn to challenge themselves mentally, physically, socially and emotionally. The students will utilize the great outdoors as a classroom and incorporate many skills to learn how to live an active and healthy lifestyle. The focus of this course is on building outdoor skills such as leadership, wilderness navigation, survival, outdoor cooking and camping, etc. Course units are tailored to the seasons (backpacking, snowshoeing, hiking, fly-fishing, mountain biking, geocaching, cross-country skiing, etc.). **The class size is limited to 6 people as safety is our first priority and upperclassmen get first priority to taking the class.**

## **SCIENCE**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Regents Living Environment</b>	<b>9</b>	<b>1</b>

This course provides an overview of a variety of topics in the Biological Sciences. Topics such as cell biology, evolution, ecology, genetics, biochemistry, and human body systems will be covered throughout the year, with a special emphasis on ecology and biotechnology. Laboratory experience is a required component of this course. Each student must meet or exceed 1200 minutes of bench time in the laboratory setting in order to sit for the Regents exam in June. Examinations, quizzes, homework, and laboratory assignments will all factor into a student's grade.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Earth Science</b>	<b>10</b>	<b>1</b>

This is a New York State Regents course. Required units of study are: Measuring the Earth, Minerals and Rocks, the Dynamic Crust, Surface Processes and Landscapes, Earth's History, Meteorology, The Water Cycle and Climates, Earth in Space and Environmental Awareness. Each student must complete a minimum of 1200 minutes of laboratory work, and have on file evidence of completion of the appropriate laboratory work.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Regents Chemistry</b>	<b>11</b>	<b>1</b>

**Prerequisite: Living Environment and Earth Science**

This course is a college preparatory course in Chemistry endorsed by the New York State Regents. It provides an excellent survey and introduction to college level Chemistry. The focus is on inorganic chemistry with a brief introduction to organic chemistry. Topics include: Matter and Energy (Physical Chemistry), Atomic Structure, Bonding, The Periodic Table, Mathematics of Chemistry (Quantitative Chemistry), Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry, and Organic Chemistry. There is a lab requirement of 1200 minutes in order to take the Regents Exam; while no specific lab skills are required; most labs support the lecture portion of the course while teaching basic lab techniques.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Regents Physics</b>	<b>11-12</b>	<b>1</b>

**Prerequisite: Living Environment, Earth Science, Algebra & Geometry**

**Co-Requisite: Algebra 2/Trigonometry**

This course is similar to Regents Chemistry in that it provides the college bound student with a solid foundation to a college level Physics course. This survey course ranges from classical

Physics to modern day applications. Topics include: Mechanics, Energy, Electricity and Magnetism, Wave phenomena, Modern Physics (since 1900), Planar motion, Internal Energy, and Nuclear Energy. There is a lab requirement of 1200 minutes, with the labs supporting the lecture portion of the course.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Forensics</b>	<b>10-12</b>	<b>1</b>

**Prerequisites: Biology, Earth Science**

Forensic Science is a course devoted to learning about how classic science disciplines like Chemistry, Physics and Biology can be applied to legal questions and court cases. Through forensics, we can determine the cause or time of the death of a person, figure out the tools or weapons used to commit a crime, and put the correct person in jail to serve time for many different types of crimes. This course is designed to be an elective to give students a third year science alternative to Chemistry that is less math-based, and hopefully interesting to students. Even students who take Chemistry concurrently, or have completed Chemistry or Physics may enjoy this course and learn valuable information. Anyone considering a career as a police officer, coroner, medical examiner, defense attorney, prosecutor, crime scene investigator, toxicologist, forensic anthropologist, or any other job involving law enforcement or solving crimes would benefit from taking this course. As an adult, anyone can serve on a jury and be involved in a wide variety of cases, and a juror should be educated on how scientific evidence can be obtained and used properly in a case, so this course can be useful to anyone.

Instructional strategies include demonstrations, experiments/hands-on activities, articles, videos of real cases, lectures, notes, class discussions, and group work.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Anatomy &amp; Physiology</b>	<b>10-12</b>	<b>.5</b>

**Prerequisites: Biology, Earth Science, Mastery of the Biology & Earth Science Regents Exam**

This course will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. Topics covered will include the basic organization of the body and major body systems along with the impact of diseases on certain systems. Students will learn through reading, video lessons, case studies, collaborative group work, and labs. Students will be responsible for the proper use of lab equipment, lab reports, research, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college and medical fields.

\*\*this course may be offered, based on staff availability and demand

## **SOCIAL STUDIES**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Global History &amp; Geography I</b>	<b>9</b>	<b>1</b>

The Global History and Geography curriculum is designed to focus on the five social studies standards and common themes that recur across time and place. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines.



<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Global History &amp; Geography II</b>	<b>10</b>	<b>1</b>

**Prerequisite: Global History & Geography I**

Global History and Geography is a chronological study of human civilizations from the Enlightenment to the Present. Knowledge of economic, political and social concepts are developed throughout this examination of the historical development of civilizations. Critical analysis of changes in societies and the global community is emphasized. Key topics covered will include Enlightenment and Revolution, Nationalism, Industrialism, World Wars, Revolutions, the world since 1945. Method of evaluation: a variety of graded writing assignments including Enduring Issue Essay. In addition to writing assignments, students will be assessed through unit tests and quizzes as well as formative assessments. Students must pass this Regents Examination in order to graduate. It is also the final exam for the course and 20% of the final grade.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>United States History &amp; Government</b>	<b>11</b>	<b>1</b>

**Prerequisite: Global History & Geography**

A study of American history and government with an emphasis on factors that developed the American nation; i.e. the Constitution, territorial expansion, and the struggles to extend equality to and provide justice for all Americans. Class work, essays and other assignments, quizzes and exams will form 80% of the final grade. Students must pass the NYS Regents Exam in U.S. History in order to graduate. It is also the final exam for the course and 20% of the final grade.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>HIS 101 College US History</b>	<b>11</b>	<b>HS 1</b>

**Prerequisite: Global History and Geography, average of 85 or higher, Morrisville 3 teacher recommendation.**

In this course we explore the history of the United States from the first contacts among Native Americans, Europeans, and Africans in North America to modern times. We will study the people, ideologies, institutions and major events that contribute to the development of American political and social cultures. Through reading, discussions, lectures and presentations, an understanding of how the nations' past continues to shape its present will be developed. Students must pass the NYS Regents Exam in U.S. History in order to graduate. It is also the final exam for the course and 20% of the final grade.

**Text(s):** The Unfinished Nation, A People's History of the United States

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Economics</b>	<b>12</b>	<b>.5</b>

**Prerequisite: U.S. History**

Economics is a ½ credit course, which is mandatory for graduation. In September, we will introduce the concept of Economics, and then we will cover different systems, supply and demand, as well as personal finance. The scope of the course is wide in the hopes of giving students a general knowledge of the events, people, and ideas, which have shaped the topic of economics.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Participation in Government</b>	<b>12</b>	<b>.5</b>

**Prerequisite: U.S. History**

Government is a ½ credit course, which is mandatory for graduation. It covers the topics of government at the local and national level. It also covers the American government from the foundations to current events. The scope of the course is wide in the hopes of giving students a

general knowledge of the events, people, and ideas, which have shaped the topic of government.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Psychology</b>	<b>11-12</b>	<b>1</b>

Psychology is an elective course, which covers basic elements of psychology from basic approaches to abnormal psychology. The scope of the course is wide in the hopes of giving students a general knowledge of the events, people, and ideas, which have shaped the topic of psychology.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>101 University Geography and Global Issues</b>	<b>11-12</b>	<b>HS 1 Morrisville 3</b>

**Prerequisite: Mastery of a History Regents and teacher recommendation**

This course introduces basic geographical concepts and an overview of the geographic regions of the world along with the people who live there. Besides geography, other themes include economic, political, and societal factors that create the culture of the various groups of people. Connections to present day issues of the region will also be addressed.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>U.S. History through Movies</b>	<b>12</b>	<b>1</b>

**Prerequisite: USH&G**

This is a newly designed history elective for Oxford Central Schools. The objective of this course is to go more in-depth on important historical topics that every American should know. This is not a regents course, which will be good for us because we will have the time to cover many important topics using a variety of interesting and possibly fun ways. Grading is based on journal writings from movies and series that we watch.

\*\*this course may be offered, based on staff availability and demand

## **TECHNOLOGY**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Design &amp; Drawing for Production Introduction to Engineering Design</b>	<b>9-12</b>	<b>1</b>

Students get the opportunity to create their designs on a 3-D printer. They learn basic Computer Assisted Drawing skills with Autodesk Inventor. They will learn how to problem solve, develop models and build prototypes. Projects include ping-pong ball catapults, mousetrap powered car contests, magnetic levitation challenge and others. The course fulfills the art requirement for graduation.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Building Trades</b>	<b>9-12</b>	<b>1</b>

In this class, we study the field of residential construction. Hands-on activities teach students about foundations, framing and roofing, electrical, plumbing and basic cabinet making skills. Past group projects include sheds, decks, garages, small barns and pavilions. Students also complete individual projects which could include small furniture, frames, and outdoor furniture.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Advanced Manufacturing Processes</b>	<b>10-12</b>	<b>.5</b>

**Prerequisite: Design & Drawing for Production**

This course teaches students how to operate some of today's most advanced machines in the manufacturing world. Students take knowledge gained from Design and Drawing class and apply it to the design and creation of products using a state of the art CNC Water Jet cutting machine and a CNC Router.

\*\*this course may be offered, based on staff availability and demand

## WORK BASED LEARNING

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Work Based Learning</b>	<b>11-12</b>	<b>.5</b>

**Prerequisite:** Students must be at least 16 years of age and in 11th or 12th grade. Students must be willing to take on the responsibilities of a work placement. Students will need to have transportation to their work placement.

The Oxford High School Work-Based Learning Program is an educational opportunity; open to juniors and seniors that prepares high school students for the world of work through a combination of academic and workplace learning. Students learn about the responsibilities that go along with being an employee and put their learning into practice in a workstation (job) in the local community. This placement has the potential to be a paying job. Topics covered include Soft Skills, Interviewing, Cover Letter and Resume building. Work Ethic and Responsibilities, Career Research, Financial Literacy, and other occupational topics. The main rationale for this unique experience is based on the belief that young people must be better prepared for the future if they are to be successful in a competitive, global economy.

## WORLD LANGUAGE - SPANISH

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Spanish I</b>	<b>9-12</b>	<b>1</b>

Introduction to the Spanish language through listening, speaking, reading and writing activities. Study of Hispanic geography and culture. A final exam is given.

**Textbook:** Realidades 1

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Spanish II</b>	<b>9-12</b>	<b>1</b>

**Prerequisite:** A passing grade on the NYS Proficiency Exam and 7th/8th grade Spanish

Topics of communication taught in Spanish I are reviewed and expanded upon. Increased difficulty in vocabulary and grammar study. A final exam is given.

**Textbook:** Realidades II

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Spanish III</b>	<b>10-12</b>	<b>1</b>

**Prerequisite:** Successful completion of Spanish II Course.

Spanish III is a continuation of Spanish II. Students will learn about Spanish culture while enhancing their vocabulary and grammar skills. Students will also be prepping for the Regional Spanish Final Exam that replaced the Spanish Regents Exam.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>University Spanish IV</b>	<b>11-12</b>	<b>HS .5</b>

**Prerequisite:** Grade of 85% or above on the Spanish Proficiency Exam **TC3 3**

Spanish IV is a continuation of Spanish III grammar and vocabulary. Students will learn about various Latin American cultures while studying topics related to geography, health, food, travel and literature. Both a midterm and final exam are administered. Students have the Opportunity to earn 3 college credits through Tompkins Cortland Community College upon successful

completion of Spanish IV.

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>University Spanish V</b>	<b>12</b>	<b>HS .5</b>
<b>Prerequisite: Successful completion of Spanish IV Course</b>		<b>TC3 3</b>

Spanish V is a continuation of Spanish IV grammar and vocabulary. Students will intensively study the subjunctive mood while continuing to learn about various Latin American cultures. Both a midterm and final exam are administered. Students have the opportunity to earn 3 college credits through Tompkins Cortland Community College upon successful completion of Spanish V.

### **OTHER ELECTIVES**

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>College &amp; Career Readiness</b>	<b>12</b>	<b>.5</b>
<b>Prerequisite: Grades 9-11 and interest in attending college</b>		

This class will focus on postsecondary education and students will explore, plan, and prepare for life after high school. The primary goal of this course will be planning and applying to colleges and postsecondary schools. The students will participate in exploring careers, majors, and researching and matching with colleges, writing application essays, submitting applications, financial aid forms and applying for scholarships. The students will also strengthen and develop skills needed for post secondary plans such as note taking. Study skills, stress management, presentation and communication skills, and even how to survive the first year of college.

\*\*this course may be offered, based on staff availability and demand

<b>Course Title</b>	<b>Grade Level</b>	<b>Credit</b>
<b>Innovation &amp; Business Development</b>	<b>11-12</b>	<b>1</b>

This course will consist of a digital curriculum that a student will be guided through by a teacher. Components of the course may include the following: accounting, business law, business communication, Entrepreneurship, Microsoft for business, international business, management, and marketing.

\*\*this course may be offered, based on staff availability and demand