



Oxford High School

2022-2023
Program of Studies Manual

Dear Oxford High School Students and Parents/Guardians,

I present to you the 2021-22 Program of Studies Manual for Oxford High School. We hope that you will find the course offerings for next year interesting and challenging. Oxford High School offers a modern, comprehensive curriculum from which students may choose a program designed to prepare them for the educational and work objectives they have in mind.

As you plan specific course selections, please bear in mind your interests, proven abilities, plans for college, technical education, or work, and requirements from the high school.

If you have any questions regarding any aspect of the Program of Studies Manual, please feel free to contact the school administration or a specific department chairperson for clarification.

Sincerely,

Robert Schumann

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CORE VALUES AND GRADUATION REQUIREMENTS

This Program of Studies Manual is designed to give students and parents an overview of the curriculum and instructional offerings at Oxford High School. The Oxford High School Program of Studies ensures that our mission is at the forefront of all interactions between the adults in the learning community and the students who are in our care.

OHS Core Values are to support, inspire, and encourage all students to strive for academic success as they develop into productive members of society.

To achieve this, Oxford High School's learning experiences are designed to provide every student the opportunity to achieve the following expectations:

Academic:

- Think critically and inquisitively
 - Sustain process of reflective inquire and problem solving
 - Listen, view, and read for comprehension and purpose
- Communicate effectively and creatively
 - Write clearly, imaginatively, cogently, and persuasively, in modes appropriate to the audience and point
 - Speak confidently and effectively
 - Develop a personal creative voice and express ideas through a variety of media
- Access, evaluate and use information for a variety of tasks and purposes
 - Determine what is needed, identify and prioritize sources based on readability and relevance
 - Use digital and print resources to access and retrieve information
 - Examine, evaluate, and analyze ideas from multiple perspectives, audiences, and points of view
 - Evaluate information in terms of relevance, credibility and the social, economic, political, legal, and ethical issues that may impact it
 - Apply information to accomplish specific purpose
- Master appropriate content and skills from a variety of disciplines
 - Build fundamental understandings from a range of academic areas
 - Explore, retain, and interpret advanced concepts and knowledge in selected areas of interest
 - Demonstrate mastery of digital literacy in a variety of contexts
- Make connections among and between critical concepts for learning
 - Make connections between one's own life experiences and those of others
 - Identify and analyze patterns of meaning that occur within areas of study

Civic and Social:

- Demonstrate citizenship and social responsibility
 - Knowledge of fundamental values of citizenship in a democracy
 - Contribution to the community
 - Understanding of interdependence, respect, and responsibility for others in and beyond the Oxford community
- Personal character and growth
 - Awareness of the importance of physical and emotional well-being
 - Respect for self and others
 - Honesty and integrity
 - Self-awareness and purpose

OXFORD HIGH SCHOOL GRADUATION REQUIREMENTS

Class of 2022

Subject Area	24 Credits
English	<u>4 credits</u>
Math	<u>7 credits</u> including 3 credits in Math and 3 credits in Science as well as a 4th credit that can be earned in either area. Please note a minimum of 3 separate math courses must be completed in order to fulfill the minimum requirement regardless of credit total.
Science	
History/Social Studies	<u>3 credits</u> including 1 credit of U.S. History and .5 credit in Civics/American Government.
Wellness	<u>2 credits</u> in Health & Physical Ed. including 1 credit in grade 9 and .5 credits in grade 10.
Applied Technology	<u>1.5 credits</u> including .5 in "Personal Finance."
Fine and Performing Arts	<u>1 credit</u> of music courses or visual/studio art courses
Electives	<u>4.5 credits</u> in an elective area of concentration (which may include World Languages).
Advisory	<u>1 credit</u> - students will be awarded .25 credit per year for successful completion of Advisory.
Capstone	Seniors must successfully complete senior project requirements, a college course or senior internship requirements.

Class of 2023 and beyond...

Subject Area	25 Credits
Humanities (9 Credits)	<u>English: 4 credits</u>
	<u>History: 3 credits</u> including 1 credit of U.S. History and .5 credit in Civics/American Government.
	<u>World Language: 1 credit</u> a minimum of 1 year in Italian or Spanish (or pre-approved transfer credit)
	<u>Fine Arts: .5 Credit</u> a minimum of .5 credit in music or visual/studio art courses
	<u>Humanities: .5 credit</u> in music, visual/studio art, , english, history/social studies, and family and consumer sciences
STEM (9 Credits)	<u>Math: 4 credits</u> including Algebra I and 1 credit in both grades 9 and 10.
	<u>Science: 3 credits</u> including 1 credit in both grades 9 and 10.
	<u>STEM: 2 credits</u> in any of the following areas: Science, Technology Education, Technology based courses in Fine Art, Engineering or Math
Wellness (PE and Health)	<u>2 credits</u> including 1 credit in grade 9, .5 credits in grade 10
Career and Technical Ed	<u>1 credit</u> including .5 credit in "Personal Finance."
Electives	<u>2 credits</u> in an area of interest.
Advisory	<u>1 Credit</u> - students will be awarded credit per year for successful completion of Advisory.
Capstone	<u>1 credit</u> earned for successful completion of senior project requirements

Subject Area	25 Credits
<p>HUMANITIES</p> <p>English:4 credits</p> <p>History (3 credits)</p> <p>World Lang. (1 credit)</p> <p>Fine Arts (.5 credit)</p> <p>Humanities (.5 credit)</p>	<p>-English 9 CP, English 9 H, English 10 CP, English 10 H, English 11 CP, English 11 H, English 11: AP Lang., English 12: AP Lit., English 12: ECE Seminar, Classic and Contemporary Cinematic Analysis CP, Complex Themes and Simple Literature CP, Contemporary Global Issues CP, Contemporary World Literature CP, Creative Writing CP, Crit. Approach to Storytelling in Games, Journalism Essentials and Impact CP, Literature Perspectives on Modern American War CP, Sports Literature CP</p> <p>Global Studies 1, Global Studies 1 H, Global Studies 2, Civics, Global Studies 2 H, Civics H, American Studies, American Studies H, Introduction to Psychology, Sociology, Ethnicity Race & Gender in Modern America, Intro to Philosophy H, AP United States History, AP European History, AP Psychology, AP American Gov't & Politics</p> <p>Italian I CP, Italian II CP, Italian III CP, Italian IV CP, Italian IV H, Italian AP/ECE, Spanish I CP, Spanish II CP, Spanish III CP, Spanish IV CP, Spanish IV H, ECE Spanish IV AP, ECE Spanish V AP</p> <p>Foundations of Art I CP, Drawing I CP, Painting I CP, Painting II CP, Ceramic Sculpture CP, Digital Photography I CP, Yearbook, Graphic Design I, Concert Band, Percussion Ensemble CP, Guitar Ensemble CP, Concert Choir CP, Women's Choir CP, Men's Choir CP, Music Theory I CP, Music Theory II/Composition CP, American Popular Music History I CP, Roots of American Music, Music Technology CP, Studio Art H, Women's Choir H, Men's Choir H, Music Theory II H, AP Studio Art, AP Music Theory</p>
<p>STEM</p> <p>Math (4 credits)</p> <p>Science (3 credits)</p> <p>STEM elective (2 credits)</p>	<p>Algebra I CP, Algebra II CP, Algebra II H, Geometry CP, Geometry H, PreCalculus CP, PreCalculus H, Calculus CP, Probability & Statistics CP, Computer Science CP, Accounting I, Post Accounting II AP, Post Accounting III AP, AP/AB Calculus, AP Computer Science, AP Statistics</p> <p>Biology CP, Conceptual Chemistry CP, Conceptual Physics CP, Physics CP, Field Biology CP, Forensic Science CP, Marine science CP, Natural Disasters CP, Human Anatomy and Physiology CP, Biology H, Chemistry H, Physics H, Integrated Science H, Human Anatomy & Physiology H, Applied Research H, AP Biology, AP Chemistry, AP Physics I</p> <p><i>Any Math or Science Credit</i>, Video Game Design CP, Video Game Design II CP, Mobile App Design & Programming PC, AP, Construction Systems CP, Advanced Construction Systems CP, Intro to Drafting and Design CP, Engineering Design I CP, Introduction to Engineering Design H, Principles of Engineering H, Computer Integrated Manufacturing H, Engineering Design and Development H, Digital Photography I, Graphic Design I CP, Music Technology CP</p>
<p>Wellness</p> <p>(PE and Health)</p>	<p><u>2 credits</u> - Competitive Sports I, competitive Sports II, Human Performance I, Human Performance II, Lifetime Fitness/Wellness, Non-Competitive Cardio Activities, Peer Health Educators, Recreational and Net Games, Strength and Conditioning I, Strength and Conditioning II, Unified Sports, Yoga and Meditation I, Yoga and Meditation II</p>
<p>Career & Technical Ed</p> <p>(1 credit)</p>	<p>Accounting I CP, Career Explorations CP, Computer Applications CP, Intro to Business CP, Justice & Law I CP, Justice & Law II CP, Principles of Marketing CP, Personal Financial Decisions CP, Public Speaking CP, Video Game Design CP, Video Game Design II CP, Mobile App Design & Programming PC, Post Accounting II AP, Post Accounting III AP, AP Computer Science, Bake Shop I CP, Bake Shop II, CP, Culinary Arts I, CP, Culinary Arts II CP, Cultures and Cuisines CP, food for Fitness and Health CP, Child Development and Family Dynamics CP, The Preschooler CP, Clothing and Fashion I CP, Clothing and Fashion II CP, ECE Individual 7 Family Development AP, Construction Systems CP, Advanced Construction Systems CP, Intro to Drafting and Design CP, Engineering Design I CP, Introduction to Engineering Design H, Principles of Engineering H, Computer Integrated Manufacturing H, Engineering Design and Development H</p>
<p>Other Electives</p>	<p><u>2 credits</u> - all extra courses</p>
<p>Capstone</p>	<p><u>1 credit</u> earned for successful completion of senior project requirements, a college course or senior internship requirements.</p>
<p>Advisory</p>	<p><u>1 credit</u> - students will be awarded .25 credit per year for successful completion of Advisory.</p>

Career Pathways and Helpful Templates

Below are some career pathways students can gain exposure to through Oxford High School course offerings. Click on the links to view course recommendations for each pathway as well as vocational training and educational preparation information.

[Accounting](#)

[Computer information Systems & Communications](#)

[Construction](#)

[Engineering Pathway](#)

[PLTW Engineering Pathway](#)

[Finance Pathway](#)

[Restaurant/Food Marketing Management](#)

Please note that these pathways are a guide and will not limit student's ability to pursue their chosen pathway. Additionally, there are many other career pathways students may pursue through post secondary planning. Students can meet with their school counselor to identify coursework best suited for their future career area of interest.

Use these forms to help navigate the next four years of your high school career.

[Oxford High School's Four Year Planner](#)

[Oxford High School's Graduation Checklist](#)

OXFORD PUBLIC SCHOOLS

Excel today, succeed tomorrow



VISION

Excel today, succeed tomorrow

MISSION

The Oxford Public Schools believe that academic and social excellence derive from hard work, perseverance and the acquisition of skills and dispositions in the classroom and engaged citizenship and collaboration in the community. We are committed to continuous improvement through high standards, research-based instruction, supportive relationships, personal effort and flexible pathways for all learners.

INCLUSION STATEMENT

In the Oxford Public Schools, we believe celebrating our differences and embracing our diversity is how we grow stronger as a community. We honor, welcome and support every individual in our community and are committed to being better together. To ensure learning for everyone, we believe in respecting everyone.

CORE ATTRIBUTES

Attributes are the high level qualities, skills and understandings that a student should gain by the time they graduate from Oxford Public Schools. Learning outcomes or indicators are developmentally organized at each grade level to promote clear expectations and high levels of achievement for all learners.

CORE ATTRIBUTES

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Critical Thinker



Students can use information effectively by analyzing ideas, evaluating concepts, thinking creatively, and recognizing point of view in order to develop original ideas and reason with evidence.

INDICATORS

1. Students detect bias and generate novel ideas by considering multiple perspectives.
2. Students can persevere through complex problems and questions using task analysis, logical reasoning and attention to detail.
3. Students can construct, justify and/or refute arguments using sound reasoning and credible evidence.
4. Students can research best strategies and develop theories about real world problems in order to create innovative solutions.

Collaborative Learner



Students work with diverse groups of people by actively listening to ideas, respecting the contributions of others, self-monitoring for their own bias, and communicating their views and opinions in an organized and thoughtful manner.

INDICATORS

1. Students understand the various functions that contribute to group success.
2. Students remain open-minded and empathic towards perspectives /experiences of others in order to accomplish group goals.
3. Students work independently when required and adhere to group norms when necessary, depending on the function of the group.
4. Students use digital tools when necessary to connect with learners and group members to deepen understanding.

CORE ATTRIBUTES

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Empowered Learner

Students build on their strengths and overcome obstacles through self assessment, feedback and accomplishing personal goals.

INDICATORS

1. Students can self assess their academic and emotional strengths and challenges.
2. Students can use relevant strategies to self regulate their emotions.
3. Students set their own goals that contribute to academic and personal success.
4. Students can identify resources, make a plan, seek assistance and use actionable feedback to achieve stated goals.
5. Students periodically reflect on the progress that they have made toward their goals and adjust strategies accordingly.

Productive Citizen

Students contribute to society by broadening their perspectives, understanding diversity and actively participating in school, town and the global community.

INDICATORS

1. Students listen to, interact with, advocate for and exhibit respect for individual perspectives and differences of others.
2. Students recognize and exhibit ethical values and behaviors in the academic environment and digital world to actively engage in a complex global society.
3. Students volunteer their energy towards the enhancement of their school, town, and the global community.

CORE ATTRIBUTES

Excel today, succeed tomorrow



Effective Communicator



Students utilize a variety of methods and tools to communicate persuasively with keen attention to the task, purpose and audience.

INDICATORS

1. Students organize and express their ideas in a concise and purposeful manner for a variety of purposes including information, persuasion, instruction and motivation.
2. Students select the most appropriate mode of communication considering the audience, purpose and context.
3. Students understand that listening to the speaker, understanding the role of empathy and gathering information are vital components of effective communication.

BOARD MEMBERS

Stephanie Miller, Chair
Shelley Lacey-Castelot, Vice Chair
Debbie Sherman, Secretary
Scott Flaherty
Michael Koosa
Stephen Kozek
Nicole McGrath
Joseph Matusovich
Victor Tomporowski

OXFORD HIGH SCHOOL Learning Expectations

Oxford High School's 21st Century Learning Expectations

Learning Expectations
Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks
Work independently and collaboratively to solve problems and accomplish goals.
Communicate information clearly and effectively using a variety tools/media in varied contexts for a variety of purposes.
Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
Effectively apply the analysis, synthesis, and evaluate processes that enable accurate interpretation and problem solving.
Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

STATEMENTS AND DISCLOSURES

Non-Discrimination/Grievance Procedure:

It is the policy of the Oxford Board of Education not to discriminate on the basis of race, sex, color, religious creed, age, physical disability (in accordance with Section 504 of the Rehabilitation Act of 1973) and national origin, ancestry, marital status, or other provisions stated in accordance with Title IX of the 1972 Education Amendments, in any of its educational programs, activities, or employment policies. The Oxford Board of Education is an equal opportunity/affirmative action employer. Any person wishing to resolve a complaint or apply for a grievance relevant to this statement, should contact the Title IX Coordinator or the Office of the Superintendent at the Oxford Board of Education Office on 462 Oxford Rd. Oxford, Connecticut 06478 or by phone at (203) 888-7754.

Academic Eligibility for Athletics

*According to the Connecticut Interscholastic Athletic Conference:

A student cannot at any time represent a school unless taking at least four quarter credits of work or its equivalent. During the school year a student must have received a passing mark in at least four (4) quarter credits of work or its equivalent at the end of the regular marking period next preceding the contest. Student eligibility will be determined for all students on the date that report cards are distributed or on the fourteenth calendar day following the end of the marking period, whichever comes first. No credit or equivalent for which the student has already received credit shall be included in those required by this rule.

GENERAL INFORMATION FROM A-Z

Courses at Oxford High School are offered at the following levels of difficulty and expectations: College Prep, Honors, Advanced Placement (AP) and early College Experience (ECE).

College Prep – courses marked College Prep are courses that are developmentally appropriate for the majority of students and will prepare them for college admission.

Honors - courses that are marked Honors are designed for students who are interested in challenging content, have a demonstrated record of academic success, are comfortable with demanding homework loads, and who are on a definite college-preparatory pathway. Honors courses feature rigorous content, deep conceptual thinking, more extensive writing expectations and are excellent choices for college bound students or for others who want to build these critical skills. Additionally, Honors courses have a weighted average of 1.1 (see the section of the Program of Studies entitled, Grading, Weighting, and Class Rank).

Advanced Placement – courses marked Advanced Placement (AP) are extremely rigorous and have separate, year-end assessments that are associated with them. AP courses are designed for students who are interested in the most difficult high school content, have a demonstrated record of academic success, extraordinary work habits and self-discipline, and who are on a definite college-preparatory pathway. There is a fee for the year-end assessments and all students enrolling in these courses are expected to take them. Students with demonstrated financial hardships will have these fees waived by the district. AP courses have a weighted average of 1.2 (see the section of the Program of Studies entitled, Grading, Weighting, and Class Rank). While entrance into AP courses is open to all, success is dependent on a demonstrated commitment to the type of extremely rigorous academic skills and effort needed for the completion of these programs.

Early College Experience – the ECE program is based on the college curricula offered at the University of Connecticut. Students who are successful, receive college credits and a college transcript, in addition to fulfilling their OHS credit/course requirements. ECE courses have a weighted average of 1.2 (see the section of the Program of Studies entitled, Grading, Weighting and Class Rank).

Regardless of the course type, the mission of Oxford High School is to prepare all students for success with courses that are challenging and appropriate for their needs and interests.

Expected Academic Load: In grades 9-11 students are expected to take and pass a minimum of 7 full credits per year. A student entering Oxford High School with pre-existing credits may take fewer courses and still amass the credits needed to graduate. Seniors will have more credit carrying flexibility depending on their learning program and goals.

Advisory Program: One unique feature of Oxford High School is that every student is assigned a mentor/advisor immediately upon entering our program. The teacher in a student's Advisory is that student's faculty advocate for his/her entire time at our school. Advisors/mentors will work with their students through all four years of their high school program to ensure that their experience is positive, that their learning program is effective, and that their sophomore demonstrations and Senior Projects are successfully planned and implemented.

Please note: If a student enters Oxford High School as a new student AFTER January 1 of his/her sophomore year, they will be exempt from the Sophomore Demonstration.

Attendance Requirement for Course Credit

The attendance policy reflects the philosophy that attentive presence in class is essential for academic success at Oxford High School. The attendance policy is designed to be supportive of educational achievement. Parents are encouraged to work with teachers in implementing the provisions. (See Attendance section of Student/Parent handbook)

Currently Offered Courses and Course Availability: Within each department section of this Program of Studies manual, students and parents will find a list of courses with descriptions and associated course numbers. These are all courses that are available for consideration in a student's academic plan. These course numbers will be used in the spring as part of the course registration process. It is the intent of the district to run all of the listed courses in this Program of Studies manual during the 2021-2022 school year. HOWEVER, it must be noted that all courses are subject to change or cancellation based on budgets, staffing, and enrollment considerations. All required courses will be run; all electives are dependent on these stated variables.

Electives: Electives are courses that students choose to take due to interest or to fulfill a specific, personalized need.

The course selection process has been established to provide opportunity for student goals to be achieved efficiently and effectively. Course selection is based on a developed criteria established by departments supporting the notion that prior demonstrated skill sets and knowledge to afford a student the best possible match for upcoming coursework. Appropriate placement is based on prerequisite work, state and national test scores, literacy profiles, past academic performance and teacher recommendations at the time of placement.

Student Schedule Changes

Students will receive a schedule at the start of each school year. Every attempt is made to honor elective requests however academic subjects are the priority and an elective conflict may result. If a student is applying for a medical waiver from physical education, the student must attend all gym classes until a written statement from the doctor is given to the school nurse and the nurse signs the waiver. Unless extenuating circumstances are approved by administration, a student who drops a course after the first 4 weeks of a full-year course, or after the first 2 weeks of a semester course, will receive a withdrawal on the report card and transcript. The process to make schedule changes within the permitted timeline is as follows:

1. Obtain and fill out a Course-Change form from the Student Counseling Office.
2. Obtain the signatures of the student's counselor, the department chairperson(s), and the teachers involved on the form.
3. Obtain a parent's signature(s) on the form.
4. Return the form to the guidance counselor for processing and approval to the principal's office. Remember: you must attend your originally scheduled class until this form is processed.

In the event a change of level in a course is approved, grades accumulated up to the time of change will follow the student with appropriate weighting.

Grading, Weighting and Class Rank: In accordance with the Connecticut General Statutes P.A. 81 (regarding the Weighted Grading for Honors Classes), schools are required to establish and adopt a policy on whether grades in their honors and advanced placement course should be weighted when determining class rank and grade point average. At Oxford High School, for the purpose of determining a student's relative place to his/her peers, courses are weighted according to the work level and difficulty of those classes.

For "rank in class" purposes only, at the end of each course, AP designated courses will be multiplied by 1.2 points and Honors designated courses will be multiplied by 1.1. These adjusted averages will be used to determine a student's class rank.

Only courses completed at Oxford High School are included in class rank and GPA.

All course grades are given on a 100 point, A – F scale with plus and minus for ranges within the grade. 100- 90 = A; this indicates excellent work and the successful attainment of the highest expectations for both the course and student. 89-80 = B; this indicates above average quality work and consistently successful attainment of the course's basic expectations. 79-70 = C; this indicates average work and the successful attainment of the course's basic expectations. 69-60 = D; this indicates below average work and the lowest passing grade. Work in this area is inconsistent and in need of improvement. 59 or lower = F; this indicates a failure to meet the expectations of the course and credit will not be issued for the class in question. A grid of the specific ranges for given grades follows:

Numerical Grade	Letter Grade Equivalent
97-100	A+
94-96	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
59 or below	F

Honor Roll: At the end of each quarter when grades are determined, the Oxford High School Honor Roll will be announced. Students with academic averages between 85 and 93.49 with no grade below 80 will be considered on the Honor Roll. Students with an average of 93.50 and above with no grade below 80 will be considered on the High Honor Roll.

Internet and Email: The Board of Education and the staff of Oxford High School believe that technology and the Internet are integral parts of the learning process and the learning environment. As such, students at Oxford High School will be granted Internet access through the district's filtered and approved portal as well as a personalized email address for student use in academic pursuits. In order to use this privilege, every student and his/her parents are required to read and sign the Oxford Public School's Internet and Email User agreement. This agreement clearly delineates the rights and responsibilities of Internet and email use at Oxford High School. Students who do not sign this agreement or violate its terms will have their Internet and email privileges revoked and may face additional disciplinary action as well.

Plagiarism: Plagiarism is the intentional or unintentional use of someone else's work without proper attribution. Instances of plagiarism will be dealt with in the strongest possible terms including loss of credit for the work in question. Repeat offenses may incur disciplinary action as well as loss of credit for the work in question.

Plan Ahead: It's never too early to start thinking about a student's complete course of study and how it might align with one's future career and academic aspirations. While few people are completely sure of what career they will eventually pursue, if a student has a general goal in mind, he/she should select courses that will prepare him/her for that area of interest. Colleges, universities, technical schools, medical programs, the armed services, and thousands of individual occupations all have their own requirements and anticipating these to the degree that is practicable will make achieving a student's goals more likely. Every student should talk with his/her parents, guidance counselors, teachers and others who understand his/her goals and preferences before making decisions regarding an academic program at Oxford High School.

Prerequisites: Because certain courses depend on sequential building of knowledge and skills for successful completion, many courses offered have prerequisites listed.

English Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
English 9 English 10 English 11 Classic & Contemporary Cinematic Analysis (12) Complex Themes & Simple Literature (12) Contemporary Global Issues (12) Creative Writing (12) Journalism Essentials & Impact Literature (12) Perspectives on Modern American War (12) Sports in Literature (12) Themes in Literature (12) Crit. Approach to Storytelling in Games (12) Contemporary World Literature (12)	English 9 English 10 English 11	English 11: AP Language & Composition English 12: AP Literature English 12: ECE Seminar Writing Through Literature (not running 21-22)

ENGLISH

The mission of the English Department is to ensure that students develop proficiency in reading, writing, and thinking, enabling them to become lifelong, effective communicators in a culturally diverse society.

For each of the following, the primary difference between the Honors and College Preparatory levels is the amount of reading and writing required for successful completion of the course. Across the years, we plan for a balance of independent reading, book clubs, and core texts to ensure students are reading. We care more about our students' active engagement with texts than we care about any particular literary work. Students who read regularly become stronger writers. Likewise, "good writing happens when creativity is encouraged and nurtured" (Gallagher and Kittle 20). As such, we provide students a great deal of freedom with their writing as well. Reading and writing with our students is something we believe in in the English Department; it's show-not-tell teaching. We plan to grow as readers and writers right along with our students.

Required Courses Grade 9

#112	English 9	College Prep	Full Year	1.0 Credit
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Freshman English emphasizes the development of students' reading and writing skills (including an emphasis on grammar, spelling, usage, and mechanics). This course serves as a foundation for the continuing development of students' communication skills. Students in this course can expect to read often and write in response to a variety of prompts and contexts.

Credit Subject Area: English or Humanities

#113	English 9	Honors	Full Year	1.0 Credit
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Freshman English emphasizes the development of students' reading and writing skills. This serves as a foundation for the continuing development of the students' writing (including usage and mechanics), speaking, listening, and viewing skills. Students in this course can expect to read challenging and interesting texts and write frequently in response to a variety of prompts and contexts.

Credit Subject Area: English or Humanities

Grade 10

#122	English 10	College Prep	Full Year	1.0 Credit
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Sophomore English continues to build on students' analytical reading and writing skills. This course also requires students to write for a variety of real world purposes.

Credit Subject Area: English or Humanities

#123	English 10	Honors	Full Year	1.0 Credit
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Prerequisite: Students must have a 90 or higher cumulative average in their freshmen Honors English class along with a teacher recommendation.

Sophomore English is a study of multiple genres of reading and writing. Students in this course can expect to read challenging and interesting texts and to write frequently in response to a variety of prompts and contexts. By the end of this course, students will be prepared to write for higher-level challenges, such as the SAT, AP exams, or other college placement examinations.

Credit Subject Area: English or Humanities

Grade 11

#128	English 11	College Prep	Full Year	1.0 Credit
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Junior English is a continuing study of reading and writing genres. This course hones students' skills in reading, writing, speaking, listening, and viewing. Students will be prepared to take the SAT in their junior year. Additionally, the college essay is a staple writing genre in all junior English courses.

Credit Subject Area: English or Humanities

#127	English 11	Honors	Full Year	1.0 Credit
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Prerequisite: Students must have an 85 or higher cumulative average in their sophomore Honors English class or a 92 in their sophomore College Prep class, along with a teacher recommendation.

Junior English is a continuing study of reading and writing genres. This course hones students' skills in reading, writing, speaking, listening, and viewing. Students will be prepared to take the SAT in their junior year. Additionally, the college essay is a staple writing genre in all junior English courses.

Credit Subject Area: English or Humanities

#152	English 11: Advanced Placement Language and Composition	Full Year	1.0 Credit
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Prerequisite: Students must have a 90 or higher cumulative average in their sophomore Honors English class or a 95 or higher in their sophomore College Prep English class, along with a teacher recommendation.

Students will focus on an intensive study of nonfiction writing that spans 500 years of English language tradition that includes but is not limited to: presidential speeches, political essays, contemporary satires, and other essays. Students will recognize and analyze a range of rhetorical devices and strategies that authors employ to create meaning. Students will develop their own nonfiction writing skills in preparation for both life beyond high school and for the Advanced Placement exam in May. All students enrolled in the course are required to take the exam in May.

Credit Subject Area: English or Humanities

Grade 12 Full Year College Level Course Options

#151	English 12: Advanced Placement Literature	Full Year	1.0 Credit
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Prerequisite: Students must have an 85 or higher cumulative average in their Junior AP course or a 93 in their Junior Honors class or a 95 in their Junior College Prep class, along with a teacher recommendation.

Students will conduct an extensive study of works from around the world. This course explores drama, fiction, and poetry with a critical eye. Students will develop their reading, writing, and literary analysis skills in preparation for life beyond high school and the Advanced Placement exam in May. All students enrolled in the course are required to take this examination in May.

Credit Subject Area: English or Humanities

**** UCONN ECE credit not offered in 2021-2022.**

#153	English 12: ECE Seminar Writing Through Literature	Full Year	1.0 Credit
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Prerequisite: Students must have an 85 or higher cumulative average in their Junior AP course or a 93 in their Junior Honors class or a 95 in their Junior College Prep class, along with a teacher recommendation.

Students will conduct an extensive study of works from around the world. This course explores drama, fiction, and poetry with a critical eye. Students will develop their reading, writing, and literary analysis skills in preparation for a final examination required for UCONN credit. All students enrolled in the course are required to register with UCONN ECE and earn a minimum final average in order to receive UCONN credit. (Students can elect the UCONN ECE track or AP track)

Credit Subject Area: English or Humanities

**** UCONN ECE credit will not be offered in 2021-2022**

Grade 12 Semester Courses

#160	Classic and Contemporary Cinematic Analysis	Semester	0.5 Credit
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This course is a study of films with particular emphasis on themes, genre, history and filmmaking techniques relative to analysis and interpretation of film as a type of literature. We live in a visual society and students must be visually literate to be successful. Theme, characterization, motifs, archetypes, mood, and plot are 20 concepts that apply to both film and literature. Film is a reflection of the hopes and fears of society, as well as a lens with which society evaluates its morals and values. The hero and villain archetypes in film often imitate the social climate of the time. Students enrolled in Film as Literature will view and analyze a variety of quintessential films that have made a lasting impression on America's society. Students will also learn how film elements (angles, shots, sound, lighting, and transitions) are used to influence the audience's perception and understanding, which will help students become better critical viewers and critical thinkers.

Credit Subject Area: English or Humanities

#156	Complex Themes and Simple Literature	Semester	0.5 Credit
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Complex Themes and Simple Literature teaches students a new and more sophisticated appreciation of the seemingly simple world of children's literature. The course covers a wide range of material from picture books to texts written for young adolescents. For each text, students will determine the writer's purpose, tone, and intended audience and explore the various conscious choices the writer makes to satisfy all three: plot, structure, theme, language, and the integration of illustrations. Projects will include several class presentations and several studies of representative children's books. The course culminates in the creation of an original children's book. This course is recommended for college bound students in need of refining their critical reading and writing skills, students planning a career in education or working with children, and students who enjoy reading.

Credit Subject Area: English or Humanities

#158	Contemporary Global Issues	Semester	0.5 Credit
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Contemporary Global Issues uses the analysis and evaluation of essays, speeches, and nonfiction texts as the foundation of the course. This course is designed to acquaint students with current events of local, state, national, and international interest. Knowledge about and analysis of current events are vital in students' educational development as they prepare for their roles as active citizens. This course encourages and allows for students to get involved with/be apprised of viewpoints, philosophies, and events that impact their lives. Daily and weekly news sources serve as primary resources for this course.

Credit Subject Area: English or Humanities

#163	Contemporary World Literature	Semester	0.5 Credit
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This course will introduce students to contemporary works from such areas as Asia, Latin America, Africa, and the Middle East. The syllabus will include prose, poetry, and drama as students study not only the literature from distant lands, but some of the history and culture as well.

Credit Subject Area: English or Humanities

#134	Creative Writing	Semester	0.5 Credit
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This course is an intensive writing class where students are required to read and write numerous pieces of short fiction and nonfiction, humorous and introspective personal essays, and poetry. Students will work together as a community of writers to give feedback to their peers and help each other through the revision process.

Credit Subject Area: English or Humanities

#162	Critical Approaches to Games as Storytelling	Semester	0.5 Credit
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This writing-intensive course asks students to question their preconceptions that games are merely a form of shallow entertainment. They will view select story-driven games through a critical lens, and will use written analysis of these games' narrative elements to grow into thoughtful critics of popular culture and skilled writers. Major topics will include the nature of authorship in choice-driven narrative, the balance between a game's narrative and gameplay elements, and the difference in storytelling approaches between major (AAA) studios and independent game developers. This course will also explore the impact of games on society, sexism within gamer culture, and other social issues related to the advent of story-driven games.

Credit Subject Area: English or Humanities

#157	Journalism Essentials and Impact	Semester	0.5 Credit
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I still believe that if your aim is to change the world, journalism is a more immediate short-term weapon." Tom Stoppard.

This course will introduce students not only to the principles of journalism such as Freedom of Press, basic article structure, and interviewing, but it will also probe more critical topics to measure the impact of excellent journalistic practice. What determines the value of news? What role do ethics play? Where is the line between honesty and defamation? Students will be required to evaluate current news sources as well as create and refine their own writing for the purpose of publishing. By the end of this course, students will be able to thoughtfully analyze the influence of news reporting in the American consciousness.

Credit Subject Area: English or Humanities

#146	Literature Perspectives on Modern American War	Semester	0.5 Credit
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"You can tell if you are listening to a true war story if it embarrasses you. If you don't care for obscenity, you don't care for the truth; if you don't care for the truth, watch how you vote. Send guys to war, they come home talking dirty." Tim O'Brien, *The Things They Carried*

All too often, young men refuse to read – the exception being books about war. Unfortunately, "the first casualty of war is truth," and all too many books, movies, songs, and other forms of popular entertainment present war and all its accompanied carnage as just that – entertainment. To counteract that, this class will read, view, hear, digest, and discuss contemporary works from the U.S. wars in Vietnam, Iraq, and Afghanistan, with a focus on the words of actual veterans. We will watch films such as *Platoon*, *Restrepo*, *Jarhead*, *The Hurt Locker*, *Zero Dark Thirty*, and *American Sniper*. We will read excerpts from non-fiction texts including *Black Hawk Down*, *Generation Kill*, *Dispatches*, *If I Die In A Combat Zone*, and *Kaboom: Embracing The Suck In A Savage Little War*. We will read a selection of poems, a novel and a collection of short stories, choosing from: *Blood Meridian*, *The Long Walk*, *The Yellow Birds*, *Redeployment*, and *Billy Lynn's Long Halftime Walk*.

Credit Subject Area: English or Humanities

"Sports have the power to transcend culture, nationality, religion, values...in short, differences of all kinds. It breaks down barriers and builds bridges." –Mark Tewksbury

Sports in Literature will focus on exploring universal themes found in sports such as gender and race equality and prejudice, perseverance, determination, integrity and other universal themes and emotions experienced both on and off the field of play. Literature presented will be from essayists, columnists, media (video and blogs), novelists, playwrights, and film directors. Students will be required to respond to and think critically about the readings as well as to the films shown in class connecting themes studied. Significant emphasis will be placed on students to show a connection between their own lives and the literature in relation to sports or themes found within sports that is encompassed in those selections.

Credit Subject Area: English or Humanities

History and Social Studies Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Global Studies 1 Global Studies 2 Civics American Studies Introduction to Psychology Sociology Ethnicity Race & Gender in Modern America	Global Studies 1 Global Studies 2 Civics American Studies Introduction to Philosophy	United States History European History Psychology American Gov't & Politics

HISTORY AND SOCIAL STUDIES

The aim of Oxford's Social Studies curriculum is to promote and develop critical thinking, reading comprehension, and effective oral and written communication. Inquiry will guide student instruction at all levels to help them discover meaningful connections in all content areas. These connections will be explored through primary and secondary source analysis, and communicated through evidenced-based arguments. The 21st century learner will then apply these skills through various forms of digital technology.

Required Courses

#412	Global Studies I - College Prep (9)	Full Year	1.0 Credit
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Students are introduced to the skills of historical study through a survey style examination of modern global history. Literacy skills will be emphasized through the critical analysis of primary and secondary sources, synthesis of information from various sources in the development of a historical thesis, and support of a thesis through verbal communication and analytical writing. Content considerations begin with the era of Globalization (Renaissance/Reformation/Exploration), and conclude with the period of decolonization following World War Two.
Credit Subject Area: History/Social Studies

#416	Global Studies - Honors (9)	Full Year	1.0 Credit
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Students are introduced to the skills of historical study through a survey style examination of modern global history. Literacy skills will be emphasized through the critical analysis of primary and secondary sources, synthesis of information from various sources in the development of a historical thesis, and support of a thesis through verbal communication and analytical writing. Content considerations begin with the era of Globalization (Renaissance/Reformation/Exploration), and conclude with the period of decolonization following World War Two. Students in this course can expect to read challenging and interesting texts and to write frequently in response to a variety of prompts and contexts.
Credit Subject Area: History/Social Studies

#417	Global Studies II/ #422 Civics- College Prep (10)	Full Year	1.0 Credit
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Students will enroll in two single semester courses for their 10th grade Social Studies requirement. The first, Global Studies 2, will be a continuation of their 9th grade Social Studies course, which concludes with post World War 2 decolonization. This course will continue to emphasize the literacy skills inherent in historical analysis, pushing students to engage in more challenging texts, and develop more sophisticated writing. Content consideration focus largely on global current events and how they can be understood from a historical context. During the second semester students will be enrolled in Civics where literacy development will continue, now with a thematic examination of the foundations and modern implications of American Government.

Credit Subject Area: History/Social Studies

#418	Global Studies II/ #422 Civics - Honors (10)	Full Year	1.0 Credit
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Students will enroll in two single semester courses for their 10th grade Social Studies requirement. The first, Global Studies 2, will be a continuation of their 9th grade Social Studies course, which concludes with post World War 2 decolonization. This course will continue to emphasize the literacy skills inherent in historical analysis, pushing students to engage in more challenging texts, and develop more sophisticated writing. Content consideration focus largely on global current events and how they can be understood from a historical context. During the second semester students will be enrolled in Civics where literacy development will continue uninterrupted, now with a thematic examination of the foundations and modern implications of American Government. Students in these courses can expect to read challenging and interesting texts and to write frequently in response to a variety of prompts and contexts.

Credit Subject Area: History/Social Studies

#436	AP American Government & Politics (10)	Full Year	1.0 Credit
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This course is the study of constitutional underpinnings, civil liberties and civil rights, political culture and socialization, citizen participation and influence, political institutions and policy making that are the foundation of modern U.S. government and politics. Students will interpret classic and contemporary political writings and apply pertinent Supreme Court rulings to enduring social and political issues in this country. Students must earn a 90 or above in their Honors Origins of Civilizations course and receive a teacher recommendation as well as complete an essay prompt to be considered for placement in this course. This course meets the Civics requirement.

Credit Subject Area: History/Social Studies

#432	AP United States History (11)	Full Year	1.0 Credit
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United States History at the Advanced Placement level is for the serious and interested student. In-depth, rigorous, and chronological study of issues in United States History from the colonization period to the present is the focus of this course. Students must take the Advanced Placement exam if they enroll in this course. Students must have an 85 or higher cumulative average in their sophomore Honors Civics/Comparative Government class or a 90 in their sophomore College Prep Civics/Comparative Government class, along with a teacher recommendation.

Credit Subject Area: History/Social Studies

#430	American Studies - College Prep (11)	Full Year	1.0 Credit
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Students will explore the foundations of 21 st century American society through exploration of the major political, social, economic, intellectual and cultural developments of the 20 th century. As upperclassmen, students will engage in more extensive and rigorous analysis of key themes in American history to inform thoughtful conclusions on contemporary America issues. These conclusions will then be communicated through further development in analytic writing and verbal communication.

Credit Subject Area: History/Social Studies

#431	American Studies - Honors (11)	Full Year	1.0 Credit
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Students will explore the foundations of 21st century American society through exploration of the major political, social, economic, intellectual and cultural developments of the 20th century. As upperclassmen, students will engage in more extensive and rigorous analysis of key themes in American history to inform thoughtful conclusions on contemporary America issues. These conclusions will then be communicated through further development in analytic writing and verbal communication. Students in this course can expect to read challenging and interesting texts and to write frequently in response to a variety of prompts.

Credit Subject Area: History/Social Studies

Elective Courses

#437	Ethnicity Race and Gender in Modern America (11/12)	Semester	0.5 Credit
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This course examines the issue of race relations, stereotyping, and the impact of race on the fabric of the United States. A main focus of the course is to provide students with a view of the relationship they have with members of the same and different racial and socioeconomic backgrounds. This course will be comprised of field trip and distance learning components to supplement learning.

Credit Subject Area: History/Social Studies

**** may not be offered in 2021-22**

#482	Introduction to Psychology (11/12)	Semester	0.5 Credit
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This course is intended to give students an understanding of human behavior and mental processes. Students will study the current perspectives in Psychology and discuss how Psychology uses science to determine the truth regarding human behavior and mental processes. Independent research and projects will be required.

Credit Subject Area: History/Social Studies or Humanities

#485	AP Psychology (12)	Full Year	1.0 Credit
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This course takes an accelerated approach to the study of Psychology. The course introduces students to the discipline with an emphasis on the tools of psychology. Further development of concentrated study will include the understanding of personality traits, the role of heredity and environment and their consequences on the intelligent world community. Students must take the Advanced Placement exam if they enroll in this course. Students must have an 80 or higher cumulative average in their Advanced Placement United States History or an 85 in Introduction to Psychology or Honors US History class or a 90 in their junior College Prep American Studies class, along with a teacher recommendation.

Credit Subject Area: History/Social Studies or Humanities

#473	AP European History (12)	Full Year	1.0 Credit
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This course places attention on the understandings acquired in an introductory college level course. The course includes European History from approximately 1450 (High Renaissance) to the present. An examination of the political, diplomatic, cultural, intellectual, social, and economic history of Europe will be examined to understand some of the principal themes in modern European history. Students must take the Advanced Placement exam if they enroll in this course. Students must have an 80 or higher cumulative average in their Advanced Placement United States History or Honors US History class or a 90 in their junior College Prep American Studies class, along with a teacher recommendation.

Credit Subject Area: History/Social Studies or Humanities

*** may not be offered in 2021-22*

#476	Sociology (11/12)	Semester	0.5 Credit
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This course concerns itself with the sociological views of human behavior and human relationships. The course provides students with the opportunity to analyze the behavior of people in groups. The process of becoming a member of society through the transmission of customs, beliefs, values, and attitudes will also be examined. A further focus will be on current American social problems.

Credit Subject Area: History/Social Studies or Humanities

#478	Introduction to Philosophy - Honors (11/12)	Semester	0.5 Credit
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An introduction to philosophical reflection and engagement of some central questions of human existence. Throughout this course, students will consider: 1) epistemological questions concerning the possibility and nature of knowledge and truth; 2) metaphysical questions concerning the nature of ultimate reality, the mind-body problem, consciousness, freedom and determinism, personal identity, and the existence of God; and, 3) ethical questions concerning morality and the "good life". Introduction to Philosophy (Honors) is largely discussion-based and will place an emphasis on the careful reading of primary and secondary sources, critical and systematic thinking, and the verbal and written expression of ideas.

Credit Subject Area: History/Social Studies or Humanities

Mathematics Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Algebra I Algebra II Geometry Pre-Calculus Calculus Probability & Statistics Computer Science Math Modeling** Accounting I* <i>*Accounting classes can only count for math credit with prior admin. Approval</i> ** May not be offered in 22-23 School Year	Algebra II Geometry Pre-Calculus	AP/AB Calculus AP/BC Calculus ** AP Computer Science AP Statistics Post University Accounting II* Post University Accounting III* <i>*Accounting classes can only count for math credit with prior admin. Approval</i> ** May not be offered in 22-23b School Year

MATHEMATICS

The purpose of the Mathematics Department is to ensure that all students develop a conceptual understanding of algebraic reasoning, geometry and measurement, and the use of data to manipulate and apply this learning in relevant, engaging, rigorous, and real world contexts. Success in mathematics depends on problem solving, reasoning, making numeric, graphic and algebraic connections, seeing patterns, and generating appropriate representations of mathematical calculations and operations.

In general, course content in Algebra I, Algebra II, and Geometry are aligned with state and national standards and therefore, prepare students for a variety of standardized tests. The primary difference between College Prep and Honors level courses in mathematics is rigor, pace and depth of study. Also, it should be noted that every student at Oxford High School will be required to have a TI 84-Plus Graphing Calculator for math and science courses, as well as, portions of the PSAT and SAT. Any students demonstrating financial hardship will have these calculators provided at no charge. Freshman placement depends on any or all of the following criteria: 8th grade teacher data, 8th grade math grade, SBAC scores and placement exam scores. Sophomore, Junior, and Senior placement depends on prerequisites listed for each course. All students must pass four mathematics courses (including Algebra 1).

Required Courses

#222	Algebra I - College Prep (9/10)	Full Year	1.0 Credit
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This course begins with a review of the essential skills of arithmetic as they relate to the study of algebra. Algebra concepts are introduced in a step-by-step approach with many examples illustrating each new skill. Frequent sets of exercises and real-life applications allow students to practice what they have learned and see the relevance of what they are studying. Topics include: expressions, equations and functions; solving, graphing, and writing linear equations; solving and writing linear inequalities; probability and data analysis; systems of equations; exponents and exponential functions; and quadratic equations and functions. Instruction, practice, and assessments will be presented in a variety of formats, such as multiple-choice, short answer, and open-ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math

#242	Algebra II - College Prep (9/10)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra I.

In this course, content is organized around families of functions, including linear, absolute value, quadratic, exponential, logarithmic, radical and rational functions. Lessons include real-life applications that help students see the relevance of what they are studying. Topics include: quadratic functions and factoring; polynomials and polynomial functions, radical expressions and rational exponents, exponential and logarithmic functions, and rational functions. Instruction, practice and assessments will be presented in a variety of formats, such as multiple-choice, short answer and open-ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math

#242	Algebra II - Honors (9/10)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra I and teacher recommendation.

In this course, content is organized around families of functions; including linear, absolute value, quadratic, exponential, logarithmic, radical, rational and trigonometric functions. Lessons include real-life applications that help students see the relevance of what they are studying. Topics include: quadratic functions and factoring; polynomials and polynomial functions; rational exponents and radical functions; exponential and logarithmic functions; rational functions and trigonometric ratios and functions. Instruction, practice and assessments will be presented in a variety of formats, such as multiple-choice, short answer, and open-ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math

#232	Geometry - College Prep (10/11)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra II.

In this course the emphasis is on plane, solid, and coordinate geometry. Short lessons with many examples illustrate and teach each new skill. Frequent sets of exercises and activities allow students to practice what they have learned. Lessons include real-life applications that help students see the relevance of what they are studying. Topics include: essentials of tools of geometry; reasoning and proof; parallel and perpendicular lines and the relationships between angles; congruent triangles; relationships within triangles and polygons; similarity; right triangles; measuring length and area; volume of solids; quadrilaterals; probability, and properties of circles. Instruction, practice and assessments will be presented in a variety of formats, such as multiple-choice, short answer and open-ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math

#233	Geometry Honors (10/11)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra II and teacher recommendation.

In this course the main emphasis is on the development of geometric language, logic of the proof, and the exploration of theory and practice in plane, solid, and coordinate geometry. Lessons include real-life applications that help students see the relevance of what they are studying. Topics include: essentials of tools of geometry; reasoning and proof; parallel and perpendicular lines and the relationships between angles; congruent triangles; relationships within triangles and polygons; similarity; right triangles; measuring length and area; volume of solids; quadrilaterals; probability, and properties of circles. Instruction, practice and assessments will be presented in a variety of formats, such as multiple-choice, short answer, and open-ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math

Elective Courses

#242	Pre-Calculus (11/12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra II and Geometry and teacher recommendation.

In PreCalculus, students will continue to apply and expand on the topics learned in Algebra II. Lessons include real-life applications that help students see the relevance of what they are studying. In addition, topics include: analysis of functions and graphs; polynomial and rational functions; exponential, logistic, and logarithmic functions; trigonometric functions; and, analytic trigonometry. Students will have a solid foundation and understanding of the topics necessary to be successful in Calculus. Instruction, practice, and assessments will be presented in a variety of formats, such as multiple-choice, short answer, grid-in, and open ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math or STEM

#250	Pre-Calculus - Honors (11/12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra II and Geometry and teacher recommendation.

In PreCalculus Honors, students will continue to apply and expand on the topics learned in Algebra II. Lessons include real-life applications that help students see the relevance of what they are studying. In addition, topics include: analysis of functions and graphs; polynomial and rational functions; exponential, logistic, and logarithmic functions; trigonometric functions; analytic trigonometry; applications of trigonometric functions; analytic geometry; and, introduction to calculus and limits. Students will have a solid foundation and understanding of the topics necessary to be successful in Calculus. Instruction, practice, and assessments will be presented in a variety of formats, such as multiple-choice, short answer, grid-in, and open ended. There will also be extensive use of technology including the graphing calculator throughout the year.

Credit Subject Area: Math or STEM

#252	Probability and Statistics (11/12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra II and Geometry and teacher recommendation.

In Probability and Statistics, the students will be introduced to data analysis that makes use of graphical and numerical techniques to study patterns and departures from patterns. This course is designed to expose the student to statistical methods of collecting, analyzing and testing data, as well as working with permutations and combinations and the binomial theorem as applied to probability. Throughout the course, meaningful applications will be presented to students so they understand the importance and rationale for studying statistics. Many will appear in the form of authentic case studies and will cover a variety of content including the sciences, business, computers, demographics, economics and finance, education, engineering, entertainment, food and nutrition, medicine, law, and political science. An extensive use of algebraic skills and the graphing calculator will be applied throughout the course.

Credit Subject Area: Math or STEM

#253 AP Statistics (10-12)

Full Year

1.0 Credit

Prerequisite: Successful completion of Algebra II and Geometry and teacher recommendation.

This course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

The goals for this course are for students to gain a solid understanding of the ideas in the AP Statistics curriculum, so they will have all the skill sets necessary to be successful on the AP exam. The Advanced Placement Statistics course follows an approved College Board syllabus and students are required to take the AP exam in May.

Credit Subject Area: Math or STEM

#257 Calculus - College Prep (11/12)

Full Year

1.0 Credit

Prerequisite: Successful completion of PreCalculus and teacher recommendation.

Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions of the numbers 0 , $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples. This program of study includes properties of functions, limits, differential calculus, and integral calculus. Proper notation is stressed and is an important element when expressing written work. A graphing calculator is required for the course, as investigative techniques are an integral part of the complete understanding of the course.

Credit Subject Area: Math or STEM

#256 AP AB Calculus (11/12)

Full Year

1.0 Credit

Prerequisite: Successful completion of PreCalculus and teacher recommendation.

Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of algebraic functions and their graphs. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions especially those values associated with the unit circle.

The goals for this introductory college-level Calculus course are for students to gain a solid understanding of the concepts in the Calculus AB curriculum; strong algebraic skills are necessary to be successful on the AP exam. The

Advanced Placement Calculus AB course follows an approved College Board syllabus and students are required to take the AP exam in May. This rigorous program of study includes properties of functions, limits, differential calculus, and integral calculus. Proper notation is stressed and is an important element when expressing written work. A graphing calculator is required for the course, as investigative techniques are an integral part of the complete understanding of the course.

Credit Subject Area: Math or STEM

#258	AP BC Calculus (11/12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of PreCalculus and teacher recommendation.

Before studying calculus, all students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. In particular, before studying calculus, students must be familiar with the properties of algebraic functions and their graphs. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions especially those values associated with the unit circle.

The goals for this introductory college-level Calculus course are for students to gain a solid understanding of the concepts in the Calculus BC curriculum; strong algebraic skills are necessary to be successful on the AP exam. The Advanced Placement Calculus BC course follows an approved College Board syllabus and students are required to take the AP exam in May. This rigorous program of study includes cultivating an understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Proper notation is stressed and is an important element when expressing written work. A graphing calculator is required for the course, as investigative techniques are an integral part of the complete understanding of the course.

Credit Subject Area: Math or STEM

**** May not be offered in 22-23 School Year**

#225	AP Computer Science (10-12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra I and teacher recommendation.

Strong work ethic and signature of the math department chair required. Advanced Placement Computer Science offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Credit Subject Area: Math or STEM

#224	Computer Science (9-12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra 1.

Computer Science I and II is a yearlong course (divided into two semester courses) consisting of 6 units: Human Computer Interaction, Problem Solving, Web Design, Programming, Computing & Data Analysis, and Robotics. The course was developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools and platforms, and culminate with final projects.

Credit Subject Area: Math or STEM

#247	Math Modeling (12)	Full Year	1.0 Credit
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Prerequisite: Teacher recommendation.

In this course, content is organized around modeling various functions, mathematics of finance, probability, and statistics. Lessons include real-life applications that help students see the relevance of what they are studying. Topics include; modeling and analyzing functions - including polynomial, exponential, logarithmic, and trigonometric functions; modeling mathematics in daily life – including balancing a checkbook and future value finances; along with probability and various statistical data observations and analytics. Instruction, practice, and assessments will be presented in a variety of formats, such as multiple-choice, short answer, and open-ended. There will also be emphasis on the use of technology, including the graphing calculator, throughout the year.

Credit Subject Area: Math or STEM

#716	Accounting I (9-12)	Semester	0.5 Credit
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Accounting I presents the introductory phase of accounting and is beneficial to all students. It provides a beginning foundation for students interested in business after high school or in college. The accounting cycle as it applies to personal use and a proprietorship, service business is stressed. Preparation and interpretation of journals, ledgers, and statements are presented.

Credit Subject Area: Math or STEM

*Note: All students must pass four mathematics courses (including Algebra 1). Students who struggle in math may use this course as a math credit with administrative approval.

#720	Post University Accounting II (10-12)	Semester	0.5 Credit
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Prerequisite: Accounting I grade of 80 or better

Accounting II builds upon the introductory course of Accounting I. At the college level, this is Financial Accounting. The objective for this course is for the student to learn about accounting as an information development and communications function that supports economic decision making. The course should help students perform financial analysis; derive information for personal or organizational decisions; and understand business, governmental, and other organizational entities.

Post University Accounting II is a rigorous college level course. Final course grade must be an 80 or higher. This course carries AP weighting per the Grading, Weighting and Class Rank policy on pg. 14. There is a tuition fee associated with this course. Please see the Applied Technology Department Chair for more information.

Credit Subject Area: Math or STEM

*Note: All students must pass four mathematics courses (including Algebra 1). Students who struggle in math may use this course as a math credit with administrative approval.

****Post University has implemented a fee for this course, \$300 per course. This is subject to change per semester.**

Prerequisite: Accounting I & Post University Accounting II

Accounting III is a continuation of Accounting II. At the college level, this is Managerial Accounting. It is for students planning a career in the accounting field or in business. This course provides a practical understanding of the use of accounting by management in planning and controlling operations in all functions of the enterprise and in choosing among alternative courses of action.

Post University Accounting III is a rigorous college level course. Final course grade must be an 80 or higher. . This course carries AP weighting per the Grading, Weighting and Class Rank policy on pg. 14. There is a tuition fee associated with this course. Please see the Applied Technology Department Chair for more information.

Credit Subject Area: Math or STEM

*Note: All students must pass four mathematics courses (including Algebra 1). Students who struggle in math may use this course as a math credit with administrative approval.

****Post University has implemented a fee for this course, \$300 per course. This is subject to change per semester.**

Science Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Biology Chemistry Conceptual Chemistry Conceptual Physics ** Physics Field Biology Forensic Science Marine Science Natural Disasters Human Anatomy and Physiology	Biology Chemistry Physics Integrated Science Human Anatomy & Physiology Applied Research **	Biology Chemistry Physics I

SCIENCE

The purpose of the Science Department is to help students understand and appreciate the concepts of life, physical, and applied sciences through the application of inquiry strategies and problem solving processes.

Required Courses

#328	Biology - Honors (9)	Full Year	1.5 Credit
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Placement Factors: 8th grade Science grade, Teacher Data Sheet, Math Placement

This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of structure and function, inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, natural selection and evolution are integrated with concepts of human impacts on Earth systems and engineering design. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and communicating information are utilized throughout the year.

Credit Subject Area: Science

#322	Biology - College Prep (10)	Full Year	1.0 Credit
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This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of structure and function, inheritance and variation of traits, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, natural selection and evolution, and engineering design are integrated to bring relative units of study to the student. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and

communicating information are utilized throughout the year.

Credit Subject Area: Science

#330	Conceptual Chemistry (11)	Full Year	1.0 Credit
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Prerequisite: Biology

This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of structure and properties of matter, chemical reactions, nuclear processes, electromagnetic radiation, energy, and engineering design are integrated to bring relative units of study to the student. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and communicating information are utilized throughout the year.

Credit Subject Area: Science

#331	Chemistry - College Prep (11)	Full Year	1.0 Credit
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Prerequisites: Algebra II and Biology

This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of structure and properties of matter, chemical reactions, nuclear processes, electromagnetic radiation, energy, and engineering design are integrated with extensive mathematical applications to bring relative units of study to the student. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and communicating information are utilized throughout the year.

Credit Subject Area: Science

#333	Chemistry Honors (10-11)	Full Year	1.5 Credit
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Prerequisites:

- >90 in CP Bio & teacher recommendation
- >87 in Honors Bio & teacher recommendation
- >90 in CP math OR >87 in Honors math

This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of structure and properties of matter, chemical reactions, nuclear processes, electromagnetic radiation, energy, and engineering design are integrated with extensive mathematical applications to bring relative units of study to the student. Real life correlations of chemical concepts to energy and Earth systems are embedded in various units of study. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and communicating information are utilized throughout the year.

Credit Subject Area: Science or STEM

#341	Conceptual Physics (11-12)	Full Year	1.0 Credit
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Prerequisites: 2 years of any science courses.

This course is designed to be a hands-on course that meets the requirements of the Next Generation Science Standards, integrating the disciplinary core ideas of mechanics including motion, forces, momentum, and energy with the science and engineering practices. This college prep level course is intended for senior students who may have difficulty with the mathematical analysis of a typical physics class, but have an interest in understanding the phenomena and relationships of these physical concepts to everyday life.

Credit Subject Area: Science or STEM

****Not offered in 2021-2022**

#342	Physics - College Prep (11-12)	Full Year	1.0 Credit
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Prerequisites: Chemistry, Algebra II

This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of forces and motion, types of interactions, energy and forces, wave properties, electromagnetic radiation, information technologies and instrumentation, and engineering design are integrated with extensive mathematical applications to bring relative units of study to the student. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and communicating information are utilized throughout the year.

Credit Subject Area: Science or STEM

#347	Physics - Honors (11-12)	Full Year	1.0 Credit
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Prerequisites:

- >90 in CP Chem & teacher recommendation
- >87 in Honors Chem & teacher recommendation
- >90 in CP math OR >87 in Honors math

This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of forces and motion, types of interactions, energy and forces, wave properties, electromagnetic radiation, information technologies and instrumentation, and engineering design are integrated with extensive mathematical applications to bring relative units of study to the student. Real life correlations of physical concepts to energy and Earth systems are embedded in various units of study. The science practices of asking questions, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations, argument from evidence, and obtaining, evaluating, and communicating information are utilized throughout the year.

Credit Subject Area: Science or STEM

SEMESTER ELECTIVE COURSES

Note: These electives are offered to seniors first. Juniors will be given the opportunity to enroll in these courses depending on their core course completion and space availability.

#361	Field Biology (11-12)	Semester	0.5 Credit
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Prerequisite: Biology

This course is designed to be a hands-on inquiry-based exploration of field and environmental studies. Always focused on making the connections between science and technology and their impact on the quality of our lives, field study uses multiple pathways of scientific reasoning, specifically focused on case studies to understand the interrelationships of the natural world. Students will identify and analyze environmental problems, both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions to resolving and/or preventing them.

Credit Subject Area: Science or STEM

#363	Forensic Science(11-12)	Semester	0.5 Credit
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Prerequisite: Biology and Chemistry

This course explores the various scientific applications of solving crimes in a comprehensive approach. Students perform numerous laboratory techniques including some that may be referenced on television shows. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of forensic science uses multiple pathways of scientific reasoning to explore the analysis of fingerprints, bodily fluids, DNA, crime scene analysis, natural and synthetic fibers, documents, glass fragments and case studies. Students work independently and as teams to develop, communicate and defend scientific arguments based on their findings to solve crime scene investigations and to analyze case studies.

Credit Subject Area: Science or STEM

#364	Marine Science (11-12)	Semester	0.5 Credit
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Prerequisite: Biology

This course investigates several marine environments including Long Island Sound as a case study of invasive species and their impact in the Sound. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of marine science uses multiple pathways of scientific reasoning to explore. The course includes the biological, physical, and chemical factors of the marine environment, and includes marine diversity and ecology. Students' understanding of marine biology is fostered through laboratory investigations and field experiences that include the collection and identification of plant and animal populations from aquatic samples. As a result of this course, students develop a deeper understanding of the concepts and principles of marine science and its related applications.

Credit Subject Area: Science or STEM

#352	Natural Disasters (11-12)	Semester	0.5 Credit
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This course investigates the causes and effects of natural occurring phenomena. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of natural

disasters uses multiple pathways of scientific reasoning to explore topics including tornadoes, volcanoes, tsunamis, hurricanes, earthquakes, and flooding.

Credit Subject Area: Science or STEM

#371	Human Anatomy and Physiology (11-12)	Semester	0.5 Credit
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Prerequisite: Chemistry and Biology

This course explores the structure and function of the human body. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of anatomy and physiology uses multiple pathways of scientific reasoning to explore: body organization, systems for support and movement, systems of communication, control, and integration, transportation, respiration, nutrition, excretion, reproduction, defense, and adaptation. Laboratory investigations and dissections are an integral part of this course.

Credit Subject Area: Science or STEM

FULL YEAR ELECTIVE COURSES

#337	Applied Research Honors (9-12)	Full Year	1.0 Credit
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This course is intended for freshman, sophomore, junior and senior students who have demonstrated interest in pursuing research in biological, physical, medical, and/or engineering sciences. Students will conduct a year-long or multi-year independent science experimental research project under the mentorship of the instructor and field scientist(s). Students are expected to present the results of their research at local, state, or national fairs, symposia, or competitions. The course is designed to provide students with the opportunity to:

1. Interact with practicing scientists
2. Participate in a significant research experience
3. Select, develop and conduct an independent research project
4. Develop the skills of reporting and presenting research results

Credit Subject Area: Science or STEM

ADVANCED PLACEMENT COURSES

#329	AP Biology (11-12)	Full Year	1.5 Credit
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Prerequisites: Prerequisite: >90 in biology and chemistry, teacher recommendation & discussion with AP teacher

This course is planned to meet the objectives of a rigorous course in first year Biology at the college level as prescribed by the College Entrance Examination Board Advanced Placement Program. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of advanced biology uses multiple pathways of scientific reasoning and inquiry to explore topics including evolution, cellular processes – energy, and communication, genetics, information transfer, ecology, and interactions. Students are expected to take the Advanced Placement examination at the conclusion of the course.

Credit Subject Area: Science or STEM

#382	AP Chemistry (11-12)	Full Year	1.5 Credit
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Prerequisites: Prerequisite: >87 in honors chemistry, teacher recommendation & discussion with AP teacher. CP students must meet with the department chair.

This course is planned to meet the objectives of a rigorous course in first year Chemistry at the college level as prescribed by the College Entrance Examination Board Advanced Placement Program. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of advanced chemistry uses multiple pathways of scientific reasoning to explore topics including: the structure of matter, kinetic theory of gases, chemical equilibrium, chemical kinetics, and concepts of thermodynamics. Students are expected to take the Advanced Placement examination at the conclusion of the course.

Credit Subject Area: Science or STEM

#386 AP Physics (12)

Full Year

1.5 Credit

Prerequisites: Prerequisite: >87 in honors chemistry, teacher recommendation & discussion with AP teacher. CP students must meet with the department chair.

This course is planned to meet the objectives of a rigorous course in first year Algebra based physics at the college level, as prescribed by the College Entrance Examination Board Advanced Placement Program. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of advanced physics uses multiple pathways of scientific reasoning to explore topics including: Newtonian mechanics, rotational kinematics, mechanical waves and sound and electric circuits and electrostatics. Students are expected to take in the Advanced Placement examination at the conclusion of the course.

Credit Subject Area: Science or STEM

May not be offered 2022-2023

World Language Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Italian I Italian II Italian III Italian IV Spanish I Spanish II Spanish III Spanish IV	Italian IV Spanish IV	Spanish V - ECE / AP Italian IV - ECE / AP AP Italian Language Italian Composition & Conversation UCONN ECE course

WORLD LANGUAGES

Our mission in the World Language Department is to foster communication in a language other than English and to encourage making meaningful connections and comparisons between our students' own experience and the cultures, traditions and communities found within the target culture(s). Our goal is to learn language and develop an understanding of culture through authentic resources. We encourage student growth along the proficiency continuum. Performance over time produces *proficiency*. The World Language Department follows the *World Readiness Standards* as recommended by ACTFL (American Council for the Teaching of Foreign Languages). The World Language Department at Oxford High School recommends that students planning to attend a college or university complete at least three years of one modern world language at the high school level. More competitive colleges and universities recommend an uninterrupted study of a world language during the high school years.

For those courses listing an Honors designation (H), an Honors section may be run within a College Prep section depending on enrollment.

Criteria for World Language Placement:

1. Candidates entering a World Language Honors course from a CP World Language course must have a year average of 87 or higher and approval from the World Language teacher and department chairperson.
2. Candidates currently enrolled in a World Language Honors course and continuing on to the next Honors course must have a year average of 80 or higher and approval from the World Language teacher.
3. Candidates currently enrolled in a World Language CP course and continuing on to the next CP course must have a year average of 70 or higher and a recommendation by the current world language teacher.

#550 Italian I - College Prep

Full Year

1.0 Credit

This is a beginning Italian course that introduces the students to the beginning language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will learn language and content within the context of interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *novice-high*

proficiency level of language acquisition.

Credit Subject Area: World Language

#552	Italian II - College Prep	Full Year	1.0 Credit
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Prerequisite: Italian I

This Italian course continues building and enforcing the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of disciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *intermediate-low* proficiency level of language acquisition.

Credit Subject Area: World Language

#553	Italian III - College Prep	Full Year	1.0 Credit
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Prerequisite: Italian II

This third-year Italian course continues building and reinforcing the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *intermediate-mid* proficiency level of language acquisition.

Credit Subject Area: World Language or Humanities

#555	Italian IV - College Prep	Full Year	1.0 Credit
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Prerequisite: Italian III

This fourth-year Italian course continues strengthening the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of 6 interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be maintaining the *intermediate-mid* proficiency level of language acquisition.

Credit Subject Area: World Language or Humanities

****Not offered in 2021-2022**

#554	Italian IV - Honors	Full Year	1.0 Credit
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Prerequisite: Italian III - see criteria for World Language honors courses

# 557	Italian IV - UCONN ECE Course #3239 Course #3240	Full Year	1.0 Credit
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This advanced Italian course hones and refines the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency, written composition and conversation. Students will continue to learn language and content within the context of 6 interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or

approaching the *intermediate mid or high* proficiency level of language acquisition. This course is offered in partnership with the University of Connecticut's Early College Experience (UCONN-ECE) and satisfies all academic requirements and college student behavior expectations. Successful students (C- or higher) can reap the benefits of 6 university credits in Connecticut or that may be transferred to other participating universities and colleges.

Credit Subject Area: World Language or Humanities

#521 Spanish I - College Prep

Full Year

1.0 Credit

This is a beginning Spanish course that introduces the students to the beginning language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will learn language and content within the context of interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *novice-high* proficiency level of language acquisition.

Credit Subject Area: World Language

#522 Spanish II - College Prep

Full Year

1.0 Credit

Prerequisite: Spanish I

This Spanish course continues building and enforcing the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *intermediate-low* proficiency level of language acquisition.

Credit Subject Area: World Language or Humanities

#523 Spanish III - College Prep

Full Year

1.0 Credit

Prerequisite: Spanish II

This third-year Spanish course continues building and reinforcing the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of 6 interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *intermediate-mid (low-mid)* proficiency level of language acquisition.

Credit Subject Area: World Language or Humanities

#529 Spanish IV - College Prep

Full Year

1.0 Credit

Prerequisite: Spanish III

This fourth-year Spanish course continues building and reinforcing the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of 6 interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be maintaining the *intermediate-mid (high-mid)* proficiency level of language acquisition.

Credit Subject Area: World Language or Humanities

#524	Spanish IV -Honors	Full Year	1.0 Credit
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Prerequisite: Spanish III

This advanced Spanish course hones and refines the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency. Students will continue to learn language and content within the context of 6 interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *intermediate- high (low)* proficiency level of language acquisition. This course is a prelude to our next most advanced class, Spanish V UCONN ECE.

Credit Subject Area: World Language or Humanities

#530	Spanish V - UCONN ECE Course #3178	Semester	1.0 Credit
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Prerequisite: Spanish IV - see criteria for World Language honors courses

This advanced Spanish course hones and refines the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on proficiency, written composition and conversation. Students will continue to learn language and content within the context of 6 interdisciplinary themes and will communicate effectively to function in a variety of situations and for multiple purposes. By the end of this course, students will be at or approaching the *intermediate high or higher* proficiency level of language acquisition. This course is offered in partnership with the University of Connecticut and their Early College Experience (UCONN-ECE) and satisfies all academic requirements and college student behaviors. Successful students (C- or higher) can reap the benefits of 6 university credits in Connecticut or that may be transferred to other participating universities and colleges.

Credit Subject Area: World Language or Humanities

#527	Spanish V - UCONN ECE Course #3179	Semester	1.0 Credit
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Prerequisite: Completion of Spanish IV Honors

Three credits. Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish speaking world. Students who successfully complete ECE 3178 with a C or higher will receive three credits from the University of Connecticut.

Credit Subject Area: World Language or Humanities

Applied Technologies Department Course Offerings

Business & Finance Technology

College Prep	Advanced	
	Honors	Advanced Placement
Accounting I Career Explorations Computer Applications Introduction to Business Justice & Law I Justice & Law II Principles of Marketing Personal Financial Decisions Public Speaking Video Game Design Video Game Design II Mobile App Design & Programming		Post University Accounting II Post University Accounting III AP Computer Science

Family & Consumer Sciences

College Prep	Advanced Placement
Bake Shop I Bake Shop II Culinary Arts I Culinary Arts II Child Development and Family Dynamics The Preschooler Clothing and Fashion I Clothing and Fashion II	ECE Individual & Family Development *

Technology Education

College Prep
Construction Systems Construction Systems II** Introduction to Drafting & Design Engineering Design I

Project Lead the Way

Honors
Introduction to Engineering Design (IED) Principles of Engineering (POE) Computer Integrated Manufacturing (CIM) Engineering Design and Development (EDD) Advanced Construction Systems

APPLIED TECHNOLOGIES

The purpose of the Applied Technologies Department is to provide students with the fundamental/practical skills and attributes needed for successful, productive, and independent lives. In addition, this department helps prepare students for college study in this area.

BUSINESS AND FINANCE TECHNOLOGY

#716	Accounting I (9-12)	Semester	0.5 Credit
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Open to 9th graders who have successfully completed Algebra I.

Accounting I presents the introductory phase of accounting and is beneficial to all students. It provides a beginning foundation for students interested in business after high school or in college. The accounting cycle as it applies to personal use and a proprietorship, service business is stressed. Preparation and interpretation of journals, ledgers, and statements are presented.

Credit Subject Area: Career and Technical Education or Electives

*Note: all students must pass three mathematics courses which must include an Algebra course (1 year total) and a Geometry course (1 year total). Students who struggle in math may use this course as a math credit with administrative approval.

#720	Post University Accounting II (10-12)	Semester	0.5 Credit
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Prerequisite: Accounting I grade of 80 or better

Accounting II builds upon the introductory course of Accounting I. Students will learn how to keep the financial records of a merchandising business that has two or more partners. Students will learn how to use journals, how to handle payroll, how to file/complete taxes, and how to complete the end of fiscal year adjustments.

Post Accounting is a rigorous college level course. Upon successful completion, students may earn credit from the Post University. Final course grade must be an 80 or higher.

Credit Subject Area: Career and Technical Education or Electives

*Note: all students must pass three mathematics courses, which must include an Algebra course (1 year total) and a Geometry course (1 year total). Students who struggle in math may use this course as a math credit with administrative approval.

****Post University has implemented a fee for this course, \$300 per course. This is subject to change per semester.**

#738	Post University Accounting III (10-12)	Semester	0.5 Credit
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Prerequisite: Accounting I & Post University Accounting II

Accounting III is a continuation of Accounting II. At the college level, this is Managerial Accounting. It is for students planning a career in the accounting field or in business. This course provides a practical understanding of the use of accounting by management in planning and controlling operations in all functions of the enterprise and in choosing among alternative courses of action.

Post University Accounting III is a rigorous college level course. Final course grade must be an 80 or higher. . This course carries AP weighting per the Grading, Weighting and Class Rank policy on pg. 14. There is a tuition fee associated with this course. Please see the Applied Technology Department Chair for more information.

Credit Subject Area: Math or STEM

*Note: All students must pass four mathematics courses (including Algebra 1). Students who struggle in math may use this course as a math credit with administrative approval.

**Post University has implemented a fee for this course, \$300 per course. This is subject to change per semester.

#781	Computer Applications (9-12)	Semester	0.5 Credit
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This course is designed to expand the student's knowledge of the Microsoft Office Suite and Google Docs. During the first half of the course, students will be exposed to and gain an understanding of Google Docs, Sheets, Slides and Forms. During the second half of the course, students will be exposed to and gain an understanding of the advanced features found in Word, Excel, PowerPoint and Publisher. Throughout the course, students will use Google Classroom to send and receive work. Upon completion of the course, students will be well prepared for tasks involving the usage of Microsoft Office and Google Docs in either college or the workplace.

Credit Subject Area: Career and Technical Education, STEM, or Electives

#795	Introduction to Business (9-10)	Semester	0.5 Credit
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This course is designed as a survey course that provides a basic understanding of the role of business within our social and economic system and also serves as an introduction to other courses in the department. This course is designed to acquaint students with basic economic functions; small business operation and entrepreneurship; the functions of management; production operations; personnel, marketing, and accounting overviews; finance and investments; and international business. Students will become aware of the importance of business in our economy, the value and qualities of well-trained management, and be better prepared to be successful participants in the business world.

Credit Subject Area: Career and Technical Education or Electives

#710	Justice & Law (10-12)	Semester	0.5 Credit
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This one-semester course is designed to give students an introduction to the world of law. Topics to be covered include: criminal and civil law; the state and federal court structure; the trial process and laws that meet the changing needs of society. Its purpose is to make students aware of legal principles that affect their everyday lives.

Credit Subject Area: Career and Technical Education or Electives

#711	Justice & Law II (10-12)	Semester	0.5 Credit
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Prerequisite: Justice & Law I

This one semester course is a continuation of Justice & Law I and will expand on the concepts and topics students have already learned. Topics that students will be exposed to include: consumer law (contracts, warranties, credit services, deceptive sales practices, housing law, and buying a car), employment law (employee and employer rights and obligations), torts (liability, insurance, negligence, and intentional torts), family law (marriage, separation, divorce, custody, property ownership, and government support), and freedom of speech (obscenity, defamation, freedom of the press, freedom of religion, discrimination, and the right to privacy). This course is designed to "equip non-lawyers with the knowledge and skills pertaining to the law, the legal process, and the legal system, and fundamental principles and values on which these are based." Students will become involved with the school community; develop their analysis, critical thinking, and debate skills.

Credit Subject Area: Career and Technical Education or Electives

#704	Principles of Marketing (10-12)	Semester	0.5 Credit
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Basic marketing concepts such as price, product, promotion, place, and packaging are studied. Topics will include marketing strategy, new products and channels of distribution. Economic concepts as they affect the consumer's buying decision process and the development of the total marketing mix will be studied. Students will gain sales and marketing experience.

Credit Subject Area: Career and Technical Education or Electives

#728	Personal Financial Decisions (10-12)	Semester	0.5 Credit
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This one-semester course covers such topics as: checking accounts; payroll deductions; income taxes; purchasing and maintaining a car; life, health and homeowner's insurance; credit and credit cards; savings and investments; and inflation and recession, which the students would be encountering in their daily lives at the present time or in the near future.

Credit Subject Area: Career and Technical Education

#715	Public Speaking (10-12)	Semester	0.5 Credit
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Students selecting the Public Speaking course will learn to think critically and communicate clearly and appropriately. Students in the course will spend a great deal of time learning about effective oral communication and developing/delivering effective oral presentations. These will include working on speech preparation, developing support material, creating visual aids, conducting research, and organizing materials.

Credit Subject Area: Career and Technical Education or Electives

#782	Video Game Design (9-12)	Semester	0.5 Credit
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Video Game Design is an introductory course to game design and development that engages students in project-based learning. Students will learn skills that go into building games before transitioning into game design and coding projects by building 5 unique games that test and enhance different coding skills. Following the 5 original games, students spend 3 weeks building their very own unique game. Beyond building games, students learn the components of how gaming is used in the "real" world, what goes into designing good games, what separates good games from bad games, and the gaming and engineering design cycle.

Credit Subject Area: Career and Technical Education, STEM or Electives

#786	Video Game Design II (10-12)	Semester	0.5 Credit
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Prerequisite: Video Game Design

Video Game Design II is an intermediate level course in game design and development that engages students in a real life game development company. Throughout the course students act as a game development company to craft a game. In addition, students build 3 guided games that build on some of the functionality required in their own unique team game. After completing the 3 guided games, students form teams and dive into how a real game development company comes up with a game and actually develops it. Teams are required to form an idea, come up with a marketing plan, outline various roles, develop a proposal, and provide weekly status reports. Finally, students will learn about colleges in their area or in the region that offer programs in game development and research game development career opportunities.

Credit Subject Area: Career and Technical Education, STEM or Electives

#225	AP Computer Science Principles	Full Year	1.0 Credit
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Prerequisite: Completion of Geometry CP with a 90% average, an 85% in Geometry Honors or better. Strong work ethic and signature of the math department chair required.

Advanced Placement Computer Science offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Credit Subject Area: Career and Technical Education, Math or Electives

#743	Career Explorations	Semester	0.5 Credit
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This course will provide students with the opportunity to explore careers for life after high school. Students will work on the following skills - organization, note taking, communication skills, teamwork and adaptability. Students will use Naviance to take interest surveys which explore possible future career possibilities. Students will work on creating a resume, research careers, and interview people in the industry of their choice. The goal of the course is to help students choose a career pathway to explore while at OHS.

Credit Subject Area: Career and Technical Education or Electives

FAMILY & CONSUMER SCIENCES

#821	Bake Shop I (10-12)	Semester	0.5 Credit
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Bake Shop I is designed as an introduction to baking. Instruction in safety, sanitation, and personal hygiene as it relates to baking production will be emphasized. Students interested in learning the basic skills of baking and experimenting with the preparation of baked products are recommended for this course. This course enables students to apply basic terminology, measuring, work methods, and kitchen management to the preparation of various baked products. In addition, students will gain knowledge and use of scientific principles as we experiment with a wide range of baking techniques. Students will be responsible for cleaning their own baking tools and equipment.

Credit Subject Area: Career and Technical Education or Electives

#822	Bake Shop II (10-12)	Semester	0.5 Credit
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Prerequisite: Bake Shop I

Students will review safety, sanitation, and personal hygiene concepts as well as measuring techniques. Students interested in learning advanced baking skills and plating techniques are recommended for this course. Bake Shop II will introduce pastry skills, cake decorating, custards such as flan and crème brulee, yeast breads, and advanced methods and procedures required for commercial baking. Students will be responsible for cleaning their own baking tools and equipment.

Credit Subject Area: Career and Technical Education or Electives

#813	Culinary Arts I (9-12)	Semester	0.5 Credit
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This course is recommended for students who want to learn the principles of food preparation and will apply them in real life circumstances. Students will learn basic meal planning methods as they apply to class projects and laboratory experiences. Upon completion of this course, students will be introduced to recipe use, weights and measurements, conversions, safety and sanitation, organizing for efficiency, lab procedures, basic knife skills, and cooking techniques, such as steaming, broiling, searing, poaching, pan frying, sautéing, braising, and roasting. Students will be responsible for cleaning their own cooking tools and equipment.

Credit Subject Area: Career and Technical Education or Electives

#814	Culinary Arts II (9-12)	Semester	0.5 Credit
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Prerequisite: Culinary Arts I

Building on the basic skills learned in Culinary Arts, students in this course will focus on advanced food preparation skills, knife skills, plating and the use and preparation of the Five Mother Sauces; Béchamel, Veloute, Espagnol, Hollandaise and Tomato. Students will also enjoy demonstrations from visiting chefs and field trips. Students will be responsible for the sanitation of the Culinary Arts lab.

Credit Subject Area: Career and Technical Education or Electives

#850	Child Development and Family Dynamics (9-12)	Semester	0.5 Credit
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This course is an interdisciplinary course that provides an overview of the basic processes of child development and family studies. The purpose of these experiences is to provide knowledge that is useful for the health and well-being of individuals and families. Students will understand the impact of choices made throughout the childhood development process and the various opportunities for help and support throughout our society. Students will experience parenting with the "Real Care Baby II," an amazing realistic infant simulator that offers learning by doing. Also, students can experience what it's like being pregnant in the third trimester using The RealCare Pregnancy Profile Simulator.

Credit Subject Area: Career and Technical Education or Electives

#851	The Preschooler (9-12)	Semester	0.5 Credit
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Prerequisite: Child Development & Family Dynamics

The Preschooler is a comprehensive study of the physical, emotional, social and intellectual growth and development of the child from 3 to 5 years of age. Through a better understanding of children, the young adults will better understand themselves and be more prepared for parenthood or teaching. Included, as part of the course content, is an opportunity to interact with preschool-aged children on various occasions throughout the semester. The opportunity will include the planning, implementation, and evaluation of preschool programming for 3 and 4-year old children.

Credit Subject Area: Career and Technical Education or Electives

#842	Clothing and Fashion I (9-12)	Semester	0.5 Credit
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This course is designed for students interested in clothing, fabric, fashion, and construction. The class will prepare students to make intelligent, informed decisions when buying and caring for clothes. In addition, this course will explore basic sewing construction, recycle, up-cycle and re-make skills, and career options. A culminating activity for this class will be a field trip to the fashion district in New York City.

Credit Subject Area: Career and Technical Education or Electives

#843	Clothing and Fashion II (9-12)	Semester	0.5 Credit
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Prerequisite: 80% or higher in Clothing and Fashion I (Formerly The World of Clothing and Fashion and/or teacher recommendation).

Building on basic skills learned in Clothing and Fashion I, students will explore more advanced construction skills, sew clothing items, redesigning new items from previously used garments or items otherwise discarded, explore fashion merchandising career options and culminate with a field trip to New York City. Each year students spend a week making a variety of items to donate to local hospitals, shelters, or individuals in need.

Credit Subject Area: Career and Technical Education or Electives

#853	Individual and Family Development ECE (11-12)	Full Year	1.0 Credit
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Prerequisite: GPA of 90% or higher and recommendation of school counselor and instructor approval as well as an interest in the fields of Education, Allied Health or Family Studies.

Recommended: Child Development and Preschooler

This course is designed to offer students the opportunity to earn college credit in high school as well as an introduction to the field of Human Development and Family Studies. It is designed to prepare students for 21st century careers in Education Nursing, and Family Studies. The course will provide students with an understanding of individual and family development over the lifespan. Particular focus will be on the developing individual within the context of the family system and the changes that occur in family systems over time. This course will be taken for Oxford High credit in conjunction with three college credits and an official UCONN transcript. In addition, a 40 hour internship component must be fulfilled. Students must secure their own internship sites and provide their own transportation. Students who successfully complete this course with a C or higher will receive three credits from the University of Connecticut.

***may not be offered in 2022-2023*

TECHNOLOGY EDUCATION

#757	Construction I (9-12)	Semester	0.5 Credit
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Construction Systems will focus on the study of various structures such as buildings, bridges, towers, dams, and roadways. Students will examine the forces and stresses involved in the construction of safe and efficient structures. Students will design and build models of truss bridges and towers and then test them in order to determine their strength and efficiency. Also, students will focus on residential construction and build wooden models of homes. This course will allow students to become aware of standard construction practices for wood framed homes. Human, economic, and environmental impacts will also be studied.

Credit Subject Area: Career and Technical Education, Electives, or STEM

#758	Construction II (9-12)	Semester	0.5 Credit
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Construction Systems will focus on the study of various structures such as buildings, bridges, towers, dams, and roadways. Students will examine the forces and stresses involved in the construction of safe and efficient structures. Students will design and build models of truss bridges and towers and then test them in order to determine their strength and efficiency. Also, students will focus on residential construction and build wooden models of homes. This course will allow students to become aware of standard construction practices for wood framed homes. Human, economic, and environmental impacts will also be studied.

Credit Subject Area: Career and Technical Education, Electives, or STEM

#759	Advanced Construction Systems (10-12)	Semester	0.5 Credit
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Prerequisite: Construction Systems

This course builds and extends on the learning that students began in Construction Systems. This course will allow students to extend their understanding of standard construction practices for wood framed homes. Human, economic, and environmental impacts will also be studied.

Credit Subject Area: Career and Technical Education, Electives, or STEM

#796	Introduction to Drafting and Design (9-12)	Semester	0.5 Credit
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This course is the study of basic mechanical and computer aided drafting techniques. The student will study how to communicate ideas and designs conventionally on drafting tables as well as on the computer using CAD software. Students will create two-dimensional, three view, and isometrics drawings, as well as 3D computer models. Students will utilize these technical drawings to create projects and models. Students will also become aware of the design field and what it has to offer.

Credit Subject Area: Career and Technical Education, Electives, or STEM

#751	Engineering Design (9-12)	Semester	0.5 Credit
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Prerequisite: Introduction to Drafting and Design

In Engineering Design, students will focus on the design of consumer products and solutions to consumer problems. Students will use CAD software to create solutions to existing consumer problems and build prototypes to test their designs. Students will then evaluate and improve upon their design to find the best and most efficient solution to problems. Students will utilize both ANSI (American National Standards Institute) and ISO (International Standards Organization) dimensioning standards.

Credit Subject Area: Career and Technical Education, Electives, or STEM

PROJECT LEAD THE WAY

In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

#762	Introduction to Engineering & Design (9)	Full Year	1.0 Credit
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Prerequisite: Algebra I

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.

Credit Subject Area: Career and Technical Education, Electives, or STEM

#763	Principles of Engineering (10-11)	Full Year	1.0 Credit
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Prerequisite: Introduction to Engineering & Design (IED) and teacher recommendation.

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

Credit Subject Area: Career and Technical Education, Electives, or STEM

#764	Computer Integrated Manufacturing (10-11)	Full Year	1.0 Credit
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Prerequisite: IED & Principles of Engineering (POE) and teacher recommendation.

Computer Integrated Manufacturing - Students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems.

Credit Subject Area: Career and Technical Education, Electives, or STEM

#765	Engineering Design and Development (12)	Full Year	1.0 Credit
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Prerequisite: IED, POE, Computer Integrated Manufacturing and teacher recommendation.

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

Credit Subject Area: Career and Technical Education, Electives, or STEM

Fine and Performing Arts Department Course Offerings

College Prep	Honors	Advanced
<u>Visual Art</u> Foundations of Art I Drawing I Painting I Painting II Ceramic Sculpture Digital Photography I Graphic Design I	<u>Visual Art</u> Studio Art Honors	<u>Visual Art</u> AP Studio Art
<u>Performing Arts</u> Concert Band Concert Choir Chamber Choir Guitar I Percussion Ensemble Music Theory I American Popular Music: The Decades The Roots of American Music Music Technology	<u>Performing Arts</u> Chamber Choir Honors (Teacher Recommendation) Concert Band Honors (Teacher Recommendation)	<u>Performing Arts</u> AP Music Theory

FINE AND PERFORMING ARTS

The purpose of the Fine and Performing Arts Department is to ensure that Oxford students create, perform, and respond as part of the core curriculum and the National and State Content Standards. Students will be given the opportunity to develop and appreciate the importance of fine and performing arts and be prepared to apply their artistic skills and understandings throughout their lifetime.

VISUAL ARTS

#612 Foundations of Art (9-12)

Semester

0.5 Credit

This course focuses on the study and application of the elements and principles of design. Students will work under the direction of their teacher to create two and three dimensional projects. Students will be required to create and respond to works of art that express concepts, ideas, and feelings. This course is the foundation to all other courses.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#621	Digital Photography I (9-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art

This course is an introductory level class where students will learn the techniques and applications of capturing, editing, and outputting digitized photographic images using Adobe Photoshop. Students will explore composition, lighting, and depth of field. Students will also discuss the work of various photographers and the ever changing ethical issues involved with the creation, duplication, and use of images in a digital environment.

Credit Subject Area: Fine and Performing Arts, Humanities, Electives, or STEM

#613	Drawing I (9-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art

This course is designed to strengthen the student's drawing ability. Emphasis is placed on helping the student create the illusion of a three-dimensional form on a two-dimensional surface while developing a sense of composition and purpose. Students will work from real life subject matter and reference materials. A variety of materials will be used, such as graphite, pastels, ink and colored pencil. Art history will be presented as it relates to the materials and techniques taught.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#628	Painting I (9-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art

This course exposes students to the techniques and skills of painting. Various mediums will be explored, including pen and ink, charcoal, and pastels. Students will prepare paintings using watercolor, tempera, acrylic, and oil paints. Emphasis is placed on the design procedure and visual problem solving in a variety of styles. Visual design problems are accompanied with text readings in art history, aesthetic valuing, and critiques.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#629	Painting II (10-12)	Semester	0.5 Credit
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Prerequisite: Painting I

This course is a continuation of the techniques and skills learned in Painting I. Various mediums will be explored, including pen and ink and oil pastels. Students will also prepare paintings using watercolor and/or acrylic. Emphasis is placed on the design procedure and visual problem solving in a variety of styles. Students will explore different surfaces for painting. Visual design problems are accompanied with text readings in art, history, aesthetic valuing, and critiques. Course work will be portfolio driven.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#617	Ceramic Sculpture I (9-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art

This course is designed to introduce students to the materials, terms, equipment and techniques involved in creating ceramic sculpture. The assignments will challenge both technical skill and creative and conceptual insights. Wheel throwing and various hand building techniques will be explored. Historical and contemporary issues in ceramics will be discussed.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#636	Graphic Design I (9-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art

This semester course emphasizes creative layout and design. Students become involved in design problems including posters, brochures, calendars, advertisements, album covers, book illustrations, and logos. Historical perspectives are included. Students use traditional media as well as the computer for software programs mainly Illustrator, but also Photoshop.

Credit Subject Area: Fine and Performing Arts, Humanities, Electives, or STEM

#641	Studio Art H (11-12)	Full Year	1.0 Credit
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Prerequisite: Completion of three art courses at the high school level and / or teacher recommendation.

Honors Art offers students the opportunity to apply their learning from previous art classes to more challenging, individualized work. This course contains a tailored curriculum for high-achieving students, covering some new material, as well as the opportunity to review previous topics from other courses in greater depth. Students will be able to experiment with various mediums and techniques to develop original and insightful pieces of 2D and 3D art. Each piece of work will include a title and an analytical description of the process required to complete project. This course will lay a foundation for students preparing for AP Art, given the nature of the assignments and the opportunity to work alongside current AP students throughout the year.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#642	AP Studio Arts (11-12)	Full Year	1.0 Credit
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Prerequisite: Completion of Foundations of Art, Drawing I, Painting I and / or teacher recommendation.

This course provides an opportunity for students to pursue and receive credit for college-level coursework. Each AP Studio Art student will submit a portfolio for evaluation at the end of the school year. Students can choose from one of three distinct portfolio options: 2-D Design, 3-D Design, or Drawing. The portfolios are designed for students the artistic skills and ideas they have developed, refined and applied while keeping in mind the quality and breadth of the work should reflect first year college-level standards. This course addresses three major constants in the teaching of art: (1) to develop a sense of quality in a student's work; (2) to develop the student's concentration on a particular visual interest or problem; and (3) to meet the student's need for breadth of experience in the formal, technical and expressive means of the artist.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

MUSIC

#655 Fall #656 Spring	Concert Band (9-12)	Semester	0.5 Credit
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Students participating in a performing ensemble class are expected to demonstrate progress throughout the year in musical performance, general musicianship skills, and musical knowledge. Grades for these courses are based on a combination of daily performance, required preparation, daily ensemble participation, periodic individual performance assessments, written assignments, and concert attendance. The goal of this ensemble is to study and perform quality literature written for the concert band medium. Emphasis will be placed on the development of individual musical skills as well as contribution to an ensemble. Seating and part placement are determined by the director based on the student's ability to demonstrate range and other musical attributes. Full rehearsals are held daily and sectional rehearsals are scheduled periodically throughout each semester.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#658 Fall #663 Spring	Concert Choir (9-12)	Semester	0.5 Credit
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Concert Choir is an open-level ensemble for anyone who enjoys singing. No prior music experience needed to join. Concert Choir focuses on vocal development, music comprehension, and a wide variety of musical styles. Students will have the opportunity to perform concerts at Oxford High School, local and regional festivals, and community performances. Students will be encouraged to audition for the musical and the CMEA regional festivals.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#661	Guitar I	Semester	0.5 Credit
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Guitar I is open to players at all levels and is accessible to beginners. Students will learn about tablature, chords/chord diagrams, strumming/strum patterns, finger picking, tuning/tuners, capos, and other guitar tools. In addition, students will gain a deeper understanding of the elements of music (standard music notation, style, harmony, dynamics and expression) through a variety of genres including but not limited to rock, pop, alternative and folk music.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#647	The Roots of American Music	Semester	0.5 Credit
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No musical experience is necessary for this class. The Roots of American Music traces the origins, development, and fascinating history of America's Music. Students will analyze music from all of the great periods from Ragtime to Tin Pan Alley and Broadway to Country Western Music and Jazz Styles. Students will gain an appreciation for the complexity and beauty of many of America's musical forms. Students will study how American Music has offered a window in which so much of American history can be seen. Students will also learn how American Music was an objective witness to the 19th and 20th Century, the story of two world wars, a devastating depression, and beyond. This class will also study American Music as the soundtrack that helped Americans survive through the worst of times and the best of times. Students will listen to, discuss, and journal about legendary musicians and genres.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

# 646	American Popular Music: The Decades	Semester	0.5 Credit
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No musical experience is necessary for this class. American Pop Music: The Decades traces the origins, development, and fascinating history of America's music. Students will analyze music through the Decades of American Music From Rock and Roll to The Contemporary Music of today. Students will gain an appreciation for the complexity and beauty of many of America's musical forms. Students will study how American Music has offered a window in which so much of American history can be seen. Students will also learn how American Music was an objective witness to the 20th and 21st Century, the meaning of the music during the decades, and beyond. This class will also study American Music as the soundtrack that helped Americans survive through the worst of times and the best of times. Students will listen to, discuss, and journal about legendary musicians and genres.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#666	Music Theory I	Semester	0.5 Credit
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This course is open for all students to experience a fun and focused approach to musical fundamentals, online or in-person using the third edition of The Musician's Guide to Fundamentals. The text features online resources—including an online textbook, formative quizzes and a self-grading workbook while focusing on real music from Bach to Broadway, Mozart to Katy Perry. This course is designed to teach the basic elements of music: note reading, intervals, key and scale relationships, chords, rhythm, and melody. Students will learn the elements of the piano keyboard. Special emphasis will be placed on increasing the student's ability to compose music and realize the use of computers in music.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#678	Music Technology	Semester	0.5 Credit
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This hands-on course is an introduction to the fundamental concepts of music technology, including the basics of digital audio, sound recording/engineering and mixing, and computer music composition. Students will learn to work the web-based software, SoundTrap, and PreSonus Studio One digital audio workstation. The course is also an introduction to a wide-range of applications and careers in music technology.

Credit Subject Area: Fine and Performing Arts, Humanities, Electives, or STEM

#681	Percussion Ensemble	Semester	0.5 Credit
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Percussion Ensemble is open to all students and is a beginner's study of percussion instruments. Students will learn the history, musical language, and background of various pitched and unpitched percussion instruments. Course requirements will include at least one-virtual recording project as well as several in-class solo performances. Students will gain a basic understanding of music notation and piano keyboard.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#689	Chamber Choir	Full Year	1.0 Credit
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Prerequisite: Audition/placement required

The Oxford Chamber Choir is an intermediate-advanced choral ensemble that features several voice parts such as soprano, alto, tenor and bass. Prerequisite is the completion of at least 1 semester (0.5 credit) of Concert Choir and/or director placement is required for participation. The course focuses on advanced music performance, literacy, choral techniques, music comprehension and a wide variety of musical styles. Students will have the opportunity to perform concerts at Oxford High School, local and regional festivals, and community performances.

Students will be highly encouraged to audition for the musical and the CMEA regional festivals.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#690	Chamber Choir - Honors	Full Year	1.0 Credit
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Prerequisite: Audition/placement required

The Oxford Chamber Choir is an intermediate-advanced choral ensemble that features several voice parts such as soprano, alto, tenor and bass. Prerequisite is the completion of at least 1 semester (0.5 credit) of Concert Choir and/or director placement is required for participation. The course focuses on advanced music performance, literacy, choral techniques, music comprehension and a wide variety of musical styles. Students will have the opportunity to perform concerts at Oxford High School, local and regional festivals, and community performances. Students will be highly encouraged to audition for the musical and the CMEA regional festivals.

In order to receive honors credit, students must complete an honors contract. In the honors contract, students select which projects they will complete in order to receive honors credit. Projects may include but are not limited to CMEA Honors Choir, ACDA Honors Choir, and UCONN Festival Choirs. Students seeking honors should expect to invest 1-2 hours weekly outside of school for necessary additional rehearsals.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

#668	AP Music Theory	Full Year	1.0 Credit
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Prerequisite: Music I or Performing Ensemble with Teacher Recommendation

The textbook used in this course, *The Musician's Guide to Theory and Analysis* is offered virtually and in hard copy it puts music before theory, with a focus on the real music students encounter. Every workbook exercise (online and hard copy) emphasizes real music over contrived examples. And the workbook extends the textbook's "spiral" approach in which the anthology's core repertoire is revisited from chapter to chapter as new concepts are introduced. Students will continue to strengthen their skills and theories of the fundamentals of music: pitch, rhythm, intervals, and scales; the harmony and voice leading: chords, progressions, cadence, non-harmonic tone, and composition techniques; and modes and form.

Credit Subject Area: Fine and Performing Arts, Humanities, or Electives

Wellness Department Course Offerings

College Prep
Competitive Sports I Competitive Sports II Lifetime Fit/Wellness Peer Health Educators Recreational and Net Games Strength and Conditioning I Strength and Conditioning II Strength and Conditioning III Unified Sports Yoga and Meditation I Yoga and Meditation II

Wellness

The purpose of the Health and Physical Education Department is to ensure that students have the skills and understandings they need to live active and healthy lives. The program is designed to show the linkages between the components of comprehensive school health education and physical education and how these components can lead to a healthy and balanced life.

Required Course – Freshman Year

#928	Lifetime Fitness and Wellness (9)	Full Year	1.0 Credit
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Mandatory course for all freshmen. This course will cover decision making and communication/refusal skills through an exploration of content related to alcohol, tobacco and other drugs, human sexuality, nutrition, mental health and First Aid/CPR. Students will also explore activities offered in each of the other Wellness Physical Education Courses.

Credit Subject Area: Wellness or Electives

Elective Courses

#934	Competitive Sports I (10-12)	Semester	0.5 Credit
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Classes participate in sports such as soccer, ultimate frisbee, flag football, kickball, badminton and pickleball while focusing on teamwork, sportsmanship and team strategy through drills and tournaments. Each sport unit focuses on active and competitive participation along with knowledge of sport rules. *Sports are subject to change.*

Credit Subject Area: Wellness or Electives

#935	Competitive Sports II (10-12)	Semester	0.5 Credit
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Classes participate in sports such as basketball, speedball, handball, volleyball and floor hockey while focusing on teamwork, sportsmanship and team strategy through drills and tournaments. Each sport unit focuses on active and competitive participation along with knowledge of sport rules. *Sports are subject to change.*

Credit Subject Area: Wellness or Electives

#939	Peer Health Educators (10-12)	Semester	0.5 Credit
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Prerequisite, Lifetime Fitness and Wellness. Must be a Junior or Senior who has already taken HEALTH. Designed to give students the opportunity to investigate and research current health issues and various components of the health curriculum. As a result, students will use their findings to formulate projects and lessons to be dynamically presented (in person and virtually) to Oxford students in grades 3-8 and the CEP/18-21 Program. This is a student centered community based class. The purpose of the group is to educate and inform the students in Oxford about topics that have the potential to affect them.

Credit Subject Area: Wellness or Electives

#938	Recreational and Net Games (10-12)	Semester	0.5 Credit
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Students participate in a variety of racquet games and sports (badminton and pickleball) as well as recreation games and activities (volleyball, bocce, spikeball, kan-jam) that range in low intensity to moderate intensity.

Credit Subject Area: Wellness or Electives

#930	Strength & Conditioning I (10-12)	Semester	0.5 Credit
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Strength & Conditioning I is designed for students who have little to no experience in a gym or weight room. The course provides a basic introduction of weight lifting exercises using free weights and attached weight machines. Appropriate attire must be worn for each class. Curriculum includes Anatomy, stretching, spotting, etiquette, hygiene, and muscle development through free, attached, and bodyweight exercises.

Credit Subject Area: Wellness or Electives

#931	Strength & Conditioning II (10-12)	Semester	0.5 Credit
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Strength & Conditioning II is designed for students who have experience in the weight room and have taken Strength & Conditioning I or have instructor's approval. The course provides a more advanced workout program. Appropriate attire must be worn for each class. Knowledge of proper spotting techniques, gym etiquette, and hygiene are a prerequisite of this class. Curriculum includes dynamic stretching, speed training, plyometrics, and nutrition. Students will be expected to participate in weekly designed programs.

Credit Subject Area: Wellness or Electives

#932	Strength & Conditioning III (10-12)	Semester	0.5 Credit
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Strength & Conditioning III is designed for the advanced student with experience in the weight room and have taken Strength & Conditioning II or have instructor's approval. The course provides an advanced level of exercises that are recommended for students with a great deal of experience in a gym or weight room. Students will design their own workout program and track their individual progress. Curriculum includes Anatomy, nutrition, dynamic stretching, and muscle development using free, attached, and bodyweight exercises.

Credit Subject Area: Wellness or Electives

#907 #927	Unified Sports (11-12)	Semester	0.5 Credit
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Unified Sports at Oxford High School is a course which will focus on sport-specific skill development – under the directions of a qualified educator/coach. Participants will have the opportunity to develop and improve sport-specific skills as well as increase self-esteem, maintain equal status with peers, and develop new 62 friendships. The athletes and their partners will participate in a variety of competitions organized by Special Olympics, Oxford High School, or by community sports organizations. The course will also cover the following school health related topics: human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention and substance abuse prevention. This course can be taken both semesters for a total of 1.0 credit. Unified Sports is a program that combines approximately equal numbers of individuals with (athletes) and without (partners) disabilities on the same sports teams for training and competition. Students who do not meet certain criteria will not be put into the class the second semester. Criteria for being accepted onto the team for the second semester include; an overall 90 average in Unified Sports for Semester 1, attends at least 50% of after school events/games/field trips, no more than 2 unexcused absences from first period, where the student then arrives to school after class.

Credit Subject Area: Wellness or Electives

#936	Yoga and Meditation I (10-12)	Semester	0.5 Credit
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This course is designed to introduce students safely to the basics of postures, breathing techniques, mindfulness and relaxation methods of yoga and meditation. Students experience and learn the benefits of stretching, moving and breathing and realize it is a great way to cope/relieve stress. The history of yoga, meditation, and pilates is also introduced as well as different forms of yoga. Many forms of yoga are discussed, however, most practices done in class are hatha, vinyasa and restorative yoga practices.

Credit Subject Area: Wellness or Electives

#?	Yoga and Meditation II (10-12)	Semester	0.5 Credit
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Prerequisite: Yoga and Meditation I

This course is designed to continue and further knowledge of postures, breathing techniques, mindfulness and relaxation methods of yoga, pilates and meditation. Students experience and learn the science of yoga and meditation and are introduced to the 8 Limbs of Yoga. Students are also required to not only partake in yoga practices, but will be asked to create, teach and/or lead yoga practices and guided meditations to the class. Many forms of yoga will be discussed and practiced, however, most practices done in class are vinyasa, restorative and power yoga practices.

Credit Subject Area: Wellness or Electives

Senior Capstone Project

Capstone at Oxford High School is an opportunity for students to choose and design a project related to their interests. It is a one credit, half semester course that all seniors will be enrolled in. Students will demonstrate the Oxford Attributes of the Graduate through this process and final product.