Oxford High Sool

2025-2026

Program of Studies Manual

Dear Oxford Families,

Welcome to Oxford High School. This Program of Studies is an excellent resource when planning your academic program. The information within reflects the comprehensive curriculum across each discipline. We hope each student will use this booklet to plan a rigorous and engaging schedule that prepares them for the interests within and beyond Oxford High School.

Please direct your attention to the graduation requirements, course prerequisites, and course sequencing outlined in this booklet. This information will be beneficial in planning an educational program that is balanced and meaningful.

As you peruse the options available to you, please be thoughtful in determining your course requests. Consult the Program of Studies and collaborate with teachers, parents, and school counselors to make an informed decision that enhances your future aspirations.

If you have questions regarding any aspect of the Program of Studies, please contact your child's school counselor or a specific department chairperson for clarification.

Sincerely,

Heather O'Brien

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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 o Honesty and integrity
  - Self-awareness and purpose

CORE VALUES AND GRADUATION REQUIREMENTS

Subject Area	25 Credits
Humanities (9 Credits)	English: 4 credits
	History: 3 credits including 1 credit of U.S. History and .5 credit in Civics/American Government.
	World Language: 1 credit a minimum of 1 year in Italian or Spanish (or pre-approved transfer credit)
	Fine and Performing Arts: .5 Credit a minimum of .5 credit in Music or Visual/Studio Art courses
	Humanities: .5 credit in Music, Visual/Studio art, English, History/Social Studies
STEM (9 Credits)	Math: 4 credits including Algebra I and 1 credit in both grades 9 and 10.
	Science: 3 credits including 1 credit in both grades 9 and 10.
	STEM: 2 credits in any of the following areas: Science, Technology Education,Technology based courses in Fine Art, Engineering or Math
Wellness (PE and Health)	2 credits 1 credit in grade 9 with health embedded , .5 of health education in grade 10 and .5 elective credit in grades 11 or 12
Personal Finance	.5 credit
Electives	2.5 credits in an area of interest.
Advisory	1 Credit - students will be awarded credit per year for successful completion of Advisory. Transfer students will not be required to make up previous advisory requirements.
Capstone	1 credit earned for successful completion of senior project requirements

Subject Area	25 Credits
HUMANITIES	
English:4 credits	English 9 CP, English 9 H, English 10 CP, English 10 H, English 10: AP Seminar, English 11 CP, English 11 H, English 11: AP Language and Composition, English 12: AP Literature and Composition, English 12 CP, English 12 H
History (3 credits) & Social Studies	Global Studies 1, Global Studies 1 H, Global Studies 2, Civics, Global Studies 2 H, Civics H, United States History, United States History H, Introduction to Psychology, Sociology, African American/Black and Puerto Rican Latino Studies, Intro to Philosophy, Public Speaking, AP United States History, AP European History, AP Psychology, AP American Government & Politics
World Lang. (1 credit)	Italian I, Italian II, Italian III, Italian IV, Italian IV H, UConn ECE Italian IV Composition, UCOnn ECE Italian IV Conversation, Spanish I, Spanish II, Spanish III, Spanish IV H, UConn ECE Spanish V Composition, UConn ECE Spanish V Conversation
Fine and Performing Arts (.5 credit)	AP Studio Art, Foundations of Art I, Ceramics, Sculpture, Digital Photography I, Drawing I, Graphic Design I, Painting I , Painting II, World Crafts, AP Music Theory, Chamber Choir, Chamber Choir H, Concert Band, Piano & Guitar Ensemble, Concert Choir, Music Theory I,

Subject Area	25 Credits
Humanities (.5 credit)	American Popular Music History I, Roots of American Music, Music Technology, Studio Art H
STEM Math (4 credits)	Algebra I, Algebra II, Algebra II H, Geometry CP, Geometry H, PreCalculus CP, PreCalculus H, Calculus, Probability & Statistics, Statistics, Problem Solving, Advanced Algebra/Trigonometry, Computer Science CP, Accounting I, Accounting II H, Accounting III H, Post Financial Accounting, Post Managerial Accounting, AP Calculus AB, AP Calculus BC, AP Computer Science, AP Statistics, Personal Finance
Science (3 credits)	Biology, Conceptual Chemistry, Physical Science, Physics, Field Biology, Forensic Science, Marine Science, Natural Disasters, Human Anatomy and Physiology, Forest Forensics, Current Issues in Science, Biology H, Chemistry H, Physics H,, AP Biology, AP Chemistry, AP Physics I
STEM elective (2 credits)	*Any Math or Science Credit*, Video Game Design, Video Game Design II ,Computer Applications, Construction Systems, Construction II, Advanced Construction Systems, Intro to Drafting and Design, Engineering Design I, Introduction to Engineering Design H, Principles of Engineering H, Computer Integrated Manufacturing H, Engineering Design and Development H, Digital Photography I, Digital Photography II, Graphic Design I, Music Technology, Social Media Marketing, AP Music Theory, Music Theory I, Piano and Guitar, Advanced Concepts in Music Technology
Wellness (PE and Health)	2 credits - Competitive Sports I, Competitive Sports II, Lifetime Fitness/Wellness, PE 9, Health Education, Non-Competitive Cardio Activities, Strength and Conditioning I, Strength and Conditioning II, Unified Sports, Yoga and Meditation I, Yoga and Meditation II
Career & Technical Ed (1 credit)	Accounting I, Career Explorations, Computer Applications, Intro to Business, Justice & Law I, Justice & Law, Social Media Marketing, Personal Financial Decisions, Video Game Design, Video Game Design II, Accounting II H, Accounting IIIH, Post Financial Accounting, Post Managerial Accounting, AP Computer Science, Bake Shop I, Bake Shop II, Culinary Arts I, Culinary Arts II, Construction Systems, Advanced Construction Systems, Intro to Drafting and Design, Engineering Design I, Introduction to Engineering Design H, Principles of Engineering H, Computer Integrated Manufacturing H, Engineering Design and Development H
Other Electives	2 credits - all extra courses
Capstone	1 credit earned for successful completion of senior project requirements, a college course or senior internship requirements.
Advisory	1 credit - students will be awarded .25 credit per year for successful completion of Advisory (as long as they have attended Oxford High School).

** Starting with the high school graduating class of 2027, students will not be permitted to graduate from high school unless the student has completed the FAFSA, other institutional financial aid application for those without legal immigration status, or a waiver developed by the CSDE (Public Act 23-204) .*

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

Music & Performing Arts Pathway

Fine Arts Pathway

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

CORE ATTRIBUTES

Grow Every Day to Excel Tomorrow
and Succeed in the Future

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 understaning.

CORE ATTRIBUTES

Grow Every Day to Excel Tomorrow
and Succeed in the Future

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 towards 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

***Grow Every Day* to Excel Tomorrow**
and Succeed in the Future

Effective Communicator

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

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

Robert Carr, Chairman
Michael Koosa, Vice Chair
Vincent Cataudella, Secretary
Deborah Sherman
Stephen Kozek
Nicole Levine McGrath
Victor Tomporowski
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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.

Academic Course 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 will be analyzed on a case by case basis to ensure a graduation plan. Seniors in good standing will have more credit carrying flexibility depending on their learning program and goal. Seniors are still required to carry a minimum of six courses each semester.

Advisory Program: One unique feature of Oxford High School is that every student is assigned a mentor/advisor immediately upon entering our school. 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 2025-2026 school year. HOWEVER, it must be noted that all courses are subject to change or cancellation based on budgets, staffing, and enrollment considerations.

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: Counselors help students select courses for the following year. Parents approve and verify those selections. Careful consideration and planning takes place to fulfill the student's course requests.

There will be no course changes in the first two weeks of school. Counselors will make changes only for the following reasons:

1. Incomplete schedule or insufficient credits.
2. A course scheduled in error by the school.
3. Changes needed as the result of courses failed in June.
4. Changes needed as the result of successful completion of summer school.
5. Changes needed to meet a particular college or post-secondary program entry requirement.

A student may drop a course without penalty after the first 4 weeks of a full-year course, or after the first 2 weeks of a semester course provided the course minimum requirement is met (6 for seniors; 7 for all other grades). A schedule change may not be possible based on the master schedule. A course drop after this timeframe may not be possible, but if it is approved by administration, a "Withdraw" will be issued on the student's transcript. If a student decides to drop a full-year course, they must enroll in another full-year course or two semester courses if it is before the 2 week deadline. If they drop a semester course, they must enroll in another semester course. It is the student's responsibility to obtain and make up any work that has been missed.

Course change requests will not be honored for teacher change requests. Level changes must also be complete in the time frame indicated above.

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. 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 required on Form

3. Students must attend their 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 Public Act No. 99-81 (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.

Starting with the class of 2026, Algebra 1 taken at the middle school will appear on the OHS transcript with a grade but will not be included in the high school GPA. Students will be issued a high school credit if they earn a B or higher.

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, school 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 English 12	English 9 English 10 English 11 English 12	English 10: AP Seminar English 11: AP Language & Composition English 12: AP Literature

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. In preparing students to live meaningful lives as productive and literate citizens, the department offers a rigorous and relevant curriculum that provides students with multiple and varied opportunities to read, analyze, and critique quality texts. Students will also develop the processes, traits, and craft of writing and contribute to civil discourse.

For each of the following, the primary difference between the Honors and College Preparatory is the scope and depth of analysis within literary texts, along with differentiated pacing. Reading and writing required for successful completion of the course will be supported with scaffolded CCSS skills. Students at Oxford High School are engaged in literacy through rich and rigorous learning experiences.

Required Courses

Grade 9

#112	English 9	College Prep	Full Year	1.0 Credit

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 and media literacy 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

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 and media literacy skills. Students in this course can expect to read often and write in

response to a variety of prompts and contexts. As this is an Honors level course, the scope and depth of analysis within literary texts will be greater than that of a College Preparatory course, along with an accelerated pace.

Credit Subject Area: English or Humanities

Grade 10

#122	English 10	College Prep	Full Year	1.0 Credit

Sophomore English continues to build on students' analytical reading and writing skills (including an emphasis on grammar, spelling, usage, and mechanics). As students will read a series of complex literary texts and explore a central topic in each unit of study, students will be expected to express their understanding of the core body of knowledge and skills through a variety of written, oral, and multimodal expressions regarding ethics, storytelling, historical influence and more.

Credit Subject Area: English or Humanities

#123	English 10	Honors	Full Year	1.0 Credit

Prerequisite: Students must have a 90 or higher cumulative average in their freshmen Honors English or a 95 or higher in their freshman College Prep English class, along with a teacher recommendation.

Sophomore English continues to build on students' analytical reading and writing skills (including an emphasis on grammar, spelling, usage, and mechanics). As students will read a series of complex literary texts and explore a central topic in each unit of study, students will be expected to express their understanding of the core body of knowledge and skills through a variety of written, oral, and multimodal expressions regarding ethics, storytelling, historical influence and more. As this is an Honors level course, the scope and depth of analysis within literary texts will be greater than that of a College Preparatory course, along with an accelerated pace. 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

#164	English 10: Advanced Placement Seminar	Full Year	1.0 Credit

Prerequisite: Students must have a 90 or higher cumulative average in their freshmen Honors English or a 95 or higher in their freshman College Prep English class, along with a teacher recommendation.

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students master skills in analyzing a variety of texts, writing explanatory and argumentative essays, conducting research, working in teams, and presenting. These skills overlap with common English 10 standards, and the course provides teachers with flexibility to integrate instruction covering local English standards. All students enrolled in the course are

expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: English or Humanities

Grade 11

#128	English 11	College Prep	Full Year	1.0 Credit

Junior English continues to build on students' analytical reading and writing skills (including an emphasis on grammar, spelling, usage, and mechanics). As students will be exploring the foundations and evolution of American literature, they will read a series of complex literary texts and explore a central topic in each unit of study. Students will be expected to express their understanding of the core body of knowledge and skills through a variety of written, oral, and multimodal expressions. 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

Prerequisite: Students must have a 90 or higher cumulative average in their sophomore Honors English class or a 95 in their sophomore College Prep class, along with a teacher recommendation.

Junior English continues to build on students' analytical reading and writing skills (including an emphasis on grammar, spelling, usage, and mechanics). As students will be exploring the foundations and evolution of American literature, they will read a series of complex literary texts and explore a central topic in each unit of study. Students will be expected to express their understanding of the core body of knowledge and skills through a variety of written, oral, and multimodal expressions. 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. As this is an Honors level course, the scope and depth of analysis within literary texts will be greater than that of a College Preparatory course, along with an accelerated pace. By the end of this course, students will be prepared to write for higher-level challenges, such as the AP exams or other college placement examinations.

Credit Subject Area: English or Humanities

#152	English 11: Advanced Placement Language and Composition	Full Year	1.0 Credit

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 expected to take the exam in

May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: English or Humanities

#147	English 12	College Prep	Full Year	1.0 Credit

This course will allow students to explore possibilities after high school. Essential questions will include, *What makes a meaningful life? What does it mean to be human? How will Artificial Intelligence affect our world?* This course will include novels, plays, and non-fiction excerpts, along with in-depth literary analysis. Students will further develop their writing skills through personal, expository and argumentative essays as well as an independent research project. The research paper will include a portfolio and a group presentation.

Credit Subject Area: English or Humanities

#148	English 12	Honors	Full Year	1.0 Credit

This course will allow students to explore possibilities after high school. Essential questions will include, *What makes a meaningful life? What does it mean to be human? How will Artificial Intelligence affect our world?* This course will include novels, plays, and non-fiction excerpts, along with in-depth literary analysis. Students will further develop their writing skills through personal, expository and argumentative essays as well as an independent research project. The research paper will include a portfolio and a group presentation. Honors level class will include more independent work, a greater emphasis on writing and analytical skills as well as an accelerated pacing and greater depth of content.

Credit Subject Area: English or Humanities

#151	English 12: Advanced Placement Literature	Full Year	1.0 Credit

Prerequisite: Students must have an 85 or higher cumulative average in their Junior AP course or a 90 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 expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: English or Humanities

#134	Creative Writing (11,12)	Semester	0.5 Credit

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

**Student must be co-enrolled in a core English course (English 11, English 12, AP Literature or AP Language)*

#159	Journalism Essentials and Impact (11,12)	Semester	0.5 Credit

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

**Student must be co-enrolled in a core English course (English 11, English 12, AP Literature or AP Language)*

History and Social Studies Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Global Studies 1 Global Studies 2 Civics United States History Introduction to Psychology Sociology Black/Latino Studies Public Speaking	Global Studies 1 Global Studies 2 Civics United States History	United States History Psychology American Government & Politics

HISTORY AND SOCIAL STUDIES

Courses in History and Social Studies emphasize the essential core understandings and skills necessary in order to function as an effective citizen in a democratic society and a globally interdependent world.

Students are encouraged to work beyond the required credits to expand and deepen their core knowledge of our nation's heritage, to understand other cultures, and to acquire important social science concepts and life skills. The aim of Oxford's History and 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

#415	Global Studies I - College Prep (9)	Full Year	1.0 Credit

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 Age of Revolution and conclude with the period of decolonization following World War Two.

Credit Subject Area: History/Social Studies or Humanities

#416	Global Studies - Honors (9)	Full Year	1.0 Credit

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 Age of Revolution and conclude with the period of decolonization following World War Two. Students in this course can expect to read challenging and interesting non-fiction texts and to write frequently and critically in response to a variety of prompts and contexts.

Credit Subject Area: History/Social Studies or Humanities

#417	Global Studies II/ #422 Civics- College Prep (10)	Full Year	1.0 Credit

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 primary sources and develop more sophisticated writing. Content consideration focuses 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. Students will acquire skills to become a productive member of a democratic society.

Credit Subject Area: History/Social Studies or Humanities

#418	Global Studies II/ #422 Civics - Honors (10)	Full Year	1.0 Credit

Prerequisite: Students must have a 90 or higher cumulative average in their freshman Honors Global Studies I class or a 95 in their freshman College Prep class, along with a teacher recommendation.

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 focuses 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 non-fiction texts and primary sources and to write frequently in response to a variety of prompts and contexts. Students will acquire skills to become a productive member of a democratic society.

Credit Subject Area: History/Social Studies or Humanities

#436	AP American Government & Politics (10)	Full Year	1.0 Credit

Prerequisite: Students must earn a 92 or above in their Honors Global Studies I course and receive a teacher recommendation.

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. This course meets the Civics requirement. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: History/Social Studies or Humanities

#432	AP United States History (11)	Full Year	1.0 Credit

Prerequisite: Students must have an 85 or higher cumulative average in their sophomore Honors Civics/Comparative Government class or a 92 in Honors/95 in their sophomore College Prep Civics/Global Studies II class, along with a teacher recommendation.

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. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: History/Social Studies or Humanities

#430	United State History - College Prep (11)	Full Year	1.0 Credit

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 or Humanities

#431	United States History - Honors (11)	Full Year	1.0 Credit

Prerequisite: Students must have a 90 or higher cumulative average in Global Studies II honors class or a 95 in College Prep Global Studies II class, along with a teacher recommendation.

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 or Humanities

Elective Courses

#438	Black/ Latino Studies (11/12)	Full Year	1.0

The course is an opportunity for students to explore accomplishments, struggles, intersections, perspectives, and collaborations of Black and Latino people in the U.S. Students will examine how historical movements, legislation, and wars affected the citizenship rights of these groups and how they, both separately and together, worked to build U.S. cultural and economic wealth and create more just societies in local, national, and international contexts. Coursework will provide students with tools to identify historic and contemporary tensions around race and difference; map economic and racial disparities over time; strengthen their own identity development; and address bias in their communities.

Credit Subject Area: History/Social Studies or Humanities

#482	Introduction to Psychology (11/12)	Semester	0.5 Credit

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.

Credit Subject Area: History/Social Studies or Humanities

#485	AP Psychology (12)	Full Year	1.0 Credit

Prerequisite: Students must have an 85 or higher cumulative average in their Advanced Placement United States History or a 95 in Introduction to Psychology or Honors US History class or a 92 in their junior College Prep United States History class, along with a teacher recommendation.

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. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: History/Social Studies or Humanities

#476	Introduction to Sociology (11/12)	Semester	0.5 Credit

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

# 480	Introduction to Philosophy (11/12)	Semester	0.5 Credit

An introduction to philosophical reflection and engagement of some central questions of human existence. Throughout this course, students will consider: 1) 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 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

#715	Public Speaking (10-12)	Semester	0.5 Credit

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

Mathematics Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Algebra I	Geometry	AP Calculus AB
Geometry	Algebra II	AP Calculus BC AP Computer Science AP Statistics
Algebra II Pre-Calculus Calculus Probability & Statistics	Pre-Calculus	
Computer Science		
Problem Solving	Accounting 2 H*	
Statistics	Accounting 3H*	Post University Financial Accounting*
Advanced Algebra/Trigonometry		Post University Managerial Accounting*
Accounting I*		

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, Geometry, and Algebra II, 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).

#222	Algebra I - College Prep (9/10)	Full Year	1.0 Credit

Prerequisite: Teacher recommendation
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 or STEM

#232	Geometry - College Prep (9/10)	Full Year	1.0 Credit

Prerequisite: Successful completion of Algebra I and teacher recommendation.

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 or STEM

#233	Geometry Honors (9/10)	Full Year	1.0 Credit

Prerequisite: Successful completion of Algebra 1 with a 95 or better 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 or STEM

#242	Algebra II - College Prep (10/11)	Full Year	1.0 Credit

Prerequisite: Successful completion of Geometry and teacher recommendation.

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 or STEM

#243	Algebra II - Honors (10/11)	Full Year	1.0 Credit

Prerequisite: Successful completion of Geometry Honors with an 80 or better or Geometry with a 92 or better 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 or STEM

Elective Courses

#249	Pre-Calculus (11/12)	Full Year	1.0 Credit

Prerequisite: Successful completion of Algebra II with an 80 or better 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

Prerequisite: Successful completion of Algebra 2 Honors with an 80 or better 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

#259	Statistics (10-12)	Half Year	0.5 Credit

Prerequisite: Successful completion of Algebra I 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 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. All students enrolled in the course are

expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

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, π/6, π/4, π/3, π/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 Calculus AB (11/12)	Full Year	1.0 Credit

Prerequisite: Successful completion of PreCalculus Honors with an 80 or better 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. 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. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: Math or STEM

#258 AP Calculus BC (11/12)	Full Year	1.0 Credit

Prerequisite: Successful completion of PreCalculus Honors with an 80 or better 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. 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. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: Math or STEM

#225 AP Computer Science (10-12)	Full Year	1.0 Credit

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. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: Math or STEM

#224 Computer Science (9-12)	Full Year	1.0 Credit

Prerequisite: Successful completion of Algebra 1.

Computer Science teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete this course, they will have learned material equivalent to a semester college introductory course in computer science and be able to program in JavaScript. Topics to be covered include Digital Citizenship and Cyber Hygiene; Introduction to

Programming in JavaScript; Networks and the Internet; Javascript & Graphics; JavaScript Control Structures; Functions, Events, and Lists; And other related topics as time allows.

Credit Subject Area: Math or STEM

#248	Advanced Algebra/Trigonometry (12)	Full Year	1.0 Credit

Prerequisite: Successful completion of Algebra II and teacher recommendation.

This is an algebra-based math course in which students extend and apply their knowledge of Algebra 2. Lessons include real-life applications that help students see the relevance of what they are studying. Topics include polynomial functions, exponential and logarithmic functions, trigonometric functions, and data analysis and statistics. 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

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.

*Note: all students must pass three mathematics courses which must include an Algebra course (1 year total) and a Geometry course (1 year total).

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

#713	Accounting II Honors (10-12)	Semester	0.5 Credit

Prerequisite: Accounting I

Accounting 2 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.

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

#737	Accounting III Honors (10-12)	Semester	0.5 Credit

Prerequisite: Accounting I and 2

Accounting 3 is a continuation of Accounting 2. It is for students planning a career in the accounting field or in

business. Students will learn how to manage a corporation's financial records, how to handle uncollectible accounts, depreciation, notes, inventory, accruals, taxes, and voucher systems for a corporation. Current events in the business world will be stressed. Computerized information for handling the financial records of a corporation will be discussed and analyzed.

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

#720 Post University Financial Accounting (11-12)

Prerequisite: Accounting I, 2H and 3H

Post University Financial Accounting builds upon the introductory course of Accounting I. At the college level, this is Financial Accounting. 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 University Financial 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). **Post University has implemented a fee for this course of $300. This is subject to change per semester.

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

#738 Post University Managerial Accounting (11-12)

Prerequisite: Accounting 3H and Post University Financial Accounting

Post University Managerial Accounting is a continuation of Post University Financial Accounting. 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 Managerial Accounting 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.

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

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

#255 Problem Solving (10-11) Semester 0.5 Credit

Prerequisite: Successful completion of Algebra I

This is a half year course that reviews test-taking strategies and problem solving techniques, and encourages both long-term and short preparation for the SAT and other standardized assessments. Tips on improving computational and reasoning skills are included. Practice sessions guide students to a better understanding of the problems that

commonly appear on the SAT and related tests. This course relies heavily on the SAT prep workbook and the TI graphing calculator.

This class is meant for all 11th grade students who score below benchmark on the Math PSAT taken in 10th grade. Students meeting benchmark on the Math PSAT in 10th grade may opt out of this course.

Credit Subject Area Math or STEM

Science Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Biology Chemistry Conceptual Chemistry Physical Science Physics Field Biology Forensic Science Marine Science Natural Disasters Human Anatomy and Physiology Current Issues Forest Forensics	Biology Chemistry Physics	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

#319 Biology - Honors (9) Full Year 1.0 Credit

Placement Factors: 8th grade Science grade, 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 mathematical 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

#322	Biology - College Prep (9)	Full Year	1.0 Credit

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 or STEM

#330	Conceptual Chemistry (10)	Full Year	1.0 Credit

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, 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 or STEM

#331	Chemistry - College Prep (10)	Full Year	1.0 Credit

Prerequisites: Algebra I 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, 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 or STEM

#333	Chemistry Honors (10)	Full Year	1.0 Credit

Prerequisites:

- >90 in CP Bio
- >80 in Honors Bio
- >90 in Algebra 1 CP OR >80 in Algebra 2/Honors Algebra 2

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

#308	Physical Science (11-12)	Full Year	1.0 Credit

Prerequisites: Chemistry

This course is designed to be a hands-on course that meets the requirements of the Next Generation Science Standards. The disciplinary core ideas of forces and motion, energy, systems of the Earth 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 or STEM

#342	Physics - College Prep (11-12)	Full Year	1.0 Credit

Prerequisites: Chemistry, Algebra II/Algebra II Honors/Geometry/Geometry Honors

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

Prerequisites:

- >90 in CP Chem

- >80 in Honors Chem
- >90 CP Alg2 or >80 Geometry/Honors Geometry

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

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

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

#365	Forest Forensics (11-12)	Semester	0.5 Credit

Prerequisite: Biology

Forest Forensics focuses on understanding and utilizing various methodologies for maintaining a biodiverse and "healthy" functional ecosystem through sustainable practices. This includes mimicking natural processes forest evolved around, but currently do not experience with human development and altering of the landscape. The identification of emerging biological and atmospheric changes impacting both human uses and ecological health of forest in Southern New England.

Credit Subject Area: Science or STEM

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

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 39 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

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

#327	Current Issues in Science (11-12)	Semester	0.5 Credit

This course is designed to be an examination of physical and life science with a focus on written and spoken communication. Topics are designed to build students' fundamental understanding of the connection between a wide variety of empirical and theoretical scientific concepts and current science issues. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of current issues employs multiple pathways of scientific reasoning.

Credit Subject Area: Science or STEM

#371	Human Anatomy and Physiology (11-12)	Semester	0.5 Credit

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

ADVANCED PLACEMENT COURSES

#329	AP Biology (11-12)	Full Year	1.5 Credit

Prerequisites: Prerequisite: >85 Honors Bio or >90 CP Bio & Department Chair Approval
>90 CP Chemistry or >80 Honors Chemistry

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. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: Science or STEM

#382	AP Chemistry (11-12)	Full Year	1.5 Credit

Prerequisite: >85 Honors Chem or Department Chair Approval

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. The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: Science or STEM

#386	AP Physics (12)	Full Year	1.5 Credit

Prerequisite: >85 Honors Chem or Honors Physics or >90 CP Physics or CP Chem and Department Chair Approval
>80 Pre-Calculus Honors or >90 in Pre-Calculus CP or DC Approval

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, gravitation, energy, momentum, simple harmonic motion, and torque. All students enrolled in the course are expected to take the exam in May at the student's expense. This course requires the attendance of a spring meeting and completion of summer work.

Credit Subject Area: Science or STEM

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	UConn Spanish V - ECE UConn Italian IV - ECE

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) and their core practices such as: target language immersion model (students and teachers speak, listen, read, write, view and create in the target language) and a commitment to literacy (interacting with and interpreting authentic resources). 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/Humanities

#552	Italian II - College Prep	Full Year	1.0 Credit

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 or Humanities

#553	Italian III - College Prep	Full Year	1.0 Credit

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

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

#554	Italian IV - Honors	Full Year	1.0 Credit

Prerequisite: Italian III - see criteria for World Language honors courses

# 557	Italian IV - UCONN ECE Course #3239 Course #3240	Full Year	1.0 Credit

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 or Humanities

#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* 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 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

#524	Spanish IV -Honors	Full Year	1.0 Credit

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 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* 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

Prerequisite: Spanish IVH -completion of Spanish IV Honors, summer reading requirement + 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 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). It satisfies their academic requirements and enforces their college student behaviors. Successful students (C- or higher) can reap the benefits of 3 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

Prerequisite**:** Completion of Spanish IV Honors, summer reading requirement + criteria for World Language honors courses

Three credits. Recommended preparation: SPAN 3178.

The continuation of this advanced Spanish course hones and refines the language skills of speaking, listening comprehension, reading, writing, and viewing with an emphasis on culture, proficiency, written composition and conversation. 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 high/ advanced low* proficiency level of language acquisition. This course is offered in partnership with the University of Connecticut and their Early College Experience (UCONN-ECE). It satisfies their academic requirements and enforces their college student behaviors. Successful students (C- or higher) can reap the benefits of 3 university credits in Connecticut or that may be transferred to other participating universities and colleges. (See UCONN'S ECE transfer database for participating colleges and universities.) *Recommended: Biliteracy exam in the spring*

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 Social Media Marketing Personal Financial Decisions Computer Science Public Speaking Video Game Design Video Game Design II	Accounting II Accounting III	Post University Financial Accounting Post University Managerial Accounting AP Computer Science Principles

Family & Consumer Sciences

College Prep	Advanced Placement
Bake Shop I Bake Shop II Culinary Arts I Culinary Arts II	

Technology Education

College Prep
Construction Systems Construction Systems II Advanced Construction Systems Introduction to Drafting & Design Engineering Design I Mobile Apps Web Design

Project Lead the Way

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

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

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: STEM, Career and Technical Education, Math 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).

#713	Accounting II Honors (10-12)	Semester	0.5 Credit

Prerequisite: Accounting I grade of 80 or better, or teacher approval

Accounting 2 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.

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

#737	Accounting III Honors (10-12)	Semester	0.5 Credit

Prerequisite: Accounting I and 2H grade of 80 or better, or teacher approval

Accounting 3H is a continuation of Accounting 2. It is for students planning a career in the accounting field or in business. Students will learn how to manage a corporation's financial records, how to handle uncollectible accounts, depreciation, notes, inventory, accruals, taxes, and voucher systems for a corporation. Current events in the business world will be stressed. Computerized information for handling the financial records of a corporation will be discussed and analyzed.

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

#720	Post University Financial Accounting (11-12)	Semester	0.5 Credit

Prerequisite: Accounting I, 2H and 3H grade of 80 or better, or teacher approval Accounting 2H or 3H can be taken concurrently with this course.

Post University Financial Accounting builds upon the introductory course of Accounting I. At the college level, this is Financial Accounting. 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 University Financial 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). **Post University has implemented a fee for this course of $150. This is subject to change per semester.

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

#738	Post University Managerial Accounting (11-12)

Prerequisite: Accounting 2H and Post University Financial Accounting. Accounting 3H can be taken concurrently with this course.

Post University Managerial Accounting is a continuation of Post University Financial Accounting. 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 Managerial Accounting 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.

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

**Post University has implemented a fee for this course of $150. This is subject to change per semester.

#781	Computer Applications (9-12)	Semester	0.5 Credit

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 and PowerPoint. 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

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

This one-semester course is designed to give students an introduction to the world of law. Topics to be covered include: The philosophy of law, legality vs. morality, and jurisprudence; criminal and civil law; the state and federal court structure; the trial process and jury selection; 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

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: Constitutional rights and "freedoms" such as the right to privacy, the right to due process, etc; The legal cases that have formed the basis of these rights and freedoms; The criminal justice process from interaction with law enforcement through incarceration. 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."

Credit Subject Area: Career and Technical Education or Electives

#709	Social Media Marketing (10-12)	Semester	0.5 Credit

This course is designed to introduce students to social media marketing, which is the use of social media by marketers to increase brand awareness, identify key audiences, generate leads and build meaningful relationships with customers.

Topics to be covered may include: How social media has disrupted traditional marketing; The benefits of and why social media marketing is important; How to develop their personal brands; how to create a social media marketing strategy; Creating and optimizing business profiles on each social network; Implementing a social media content strategy on each social network; The benefits of and how to market with blogs, vlogs, podcasts and webinars; How to launch a social media marketing campaign; And other related topics as time allows. By the end of the course, students will know how to implement a successful content strategy for Facebook, Instagram, Twitter, Snapchat, and YouTube.

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

#728	Personal Financial Decisions (10-12)	Semester	0.5 Credit

The semester-long personal finance course covers all of the essential personal finance topics necessary to become a financially capable student. Topics include banking, credit, budgeting, investing, and more that the students may be encountering in their daily lives at the present time or in the near future.

Credit Subject Area: Career and Technical Education

#782	Video Game Design (9-12)	Semester	0.5 Credit

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 (9-12)	Semester	0.5 Credit

Prerequisite: Video Game Design

Video Game Design II is an intermediate level course in game design and development. 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

#224	Computer Science (9-12)	Full Year	1.0 Credit

Prerequisite: Successful completion of Algebra 1.

Computer Science teaches the foundations of computer science and basic programming, with an emphasis on helping students develop logical thinking and problem-solving skills. Once students complete this course, they will have learned material equivalent to a semester college introductory course in computer science and be able to program in JavaScript. Topics to be covered include Digital Citizenship and Cyber Hygiene; Introduction to Programming in JavaScript; Networks and the Internet; Javascript & Graphics; JavaScript Control Structures; Functions, Events, and Lists; And other related topics as time allows.

Credit Subject Area: Math or STEM

#225	AP Computer Science Principles (11-12)	Full Year	1.0 Credit

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.

This course is based directly on the College Board AP Computer Science Principles Framework. APComputer Science Principles introduces students to the foundational concepts of computer science and explores the impact computing and technology have on our society. With a unique focus on creative problem solving and real-world applications, the AP Computer Science Principles course gives students the opportunity to explore several important topics of computing using their own ideas and creativity, use the power of computing to create artifacts of personal value, and develop an interest in computer science that will foster further endeavors in the field.

This course is meant to be a first-time introduction to computer science and does not require students to come in with any computer programming experience. However, students that have at least a basic understanding of/familiarity with computing principles and programming in JavaScript will be well prepared for the course.

The course culminates with the AP Computer Science Principles exam in May as well as the AP Computer Science Principles "Create Performance Task" where students will design and implement a program to solve a problem, enable innovation, explore personal interest, or express creativity. The development process will include exploration, investigation, reflection, design, implementation, and testing of the program.*Credit Subject Area: Career and Technical Education, Math or Electives*

#266	Mobile Apps (10-12)	Semester	0.5 Credit

Prerequisite: Computer Science or AP Computer Science Principles. Web Design recommended but not required.

In this course, students will learn how to create mobile apps using React Native, a popular platform-agnostic framework developed by Facebook and used by successful tech companies including Airbnb, Facebook, Instagram, Tesla, and more. As an online blended high school course, students will design and build applications to run on their own smartphones and will use the latest tools and technologies available for mobile app development.

The Mobile Apps course is designed as a one semester course for high school students with at least one year of programming with JavaScript and one year of web design using HTML and CSS. Students will learn the foundations of the React Native framework, components, and how to use components to create scalable, custom, and fast mobile applications. Students will also learn about important computer science topics including state changes, using XML and stylesheet objects, and creating modular app layouts with flex and the Dimensions API.

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

#227	Web Design (9-12)	Full Year	1.0 Credit

Web Design is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations. By the end of this course, students will be able to explain how web pages are developed and viewed on the Internet, analyze and fix errors in existing websites, and create their very own multi page websites. Students will learn the foundations of user interface design, rapid prototyping and user testing, and will work together to create professional, mobile responsive websites.

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

#743	Career Explorations (9-12)	Semester	0.5 Credit

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 work on creating a resume, and researching careers for life after high school. 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

#821	Bake Shop I (9-12)	Semester	0.5 Credit

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 (9-12)	Semester	0.5 Credit

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 (10-12)	Semester	0.5 Credit

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 (10-12)	Semester	0.5 Credit

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

TECHNOLOGY EDUCATION

#757	Construction I (9-12)	Semester	0.5 Credit

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

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

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

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

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, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning postsecondary education or careers.

#762	Introduction to Engineering & Design (9)- Honors	Full Year	1.0 Credit

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, along with 3D printing techniques, while using an engineering notebook to document their work.

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

#763	Principles of Engineering (10-11)- Honors	Full Year	1.0 Credit

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)- Honors	Full Year	1.0 Credit

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)- Honors	Full Year	1.0 Credit

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 *Ceramics *Sculpture *Digital Photography I *Digital Photography II *Graphic Design I <u>Performing Arts</u> Concert Band Concert Choir Chamber Choir Introduction to Piano and Guitar Music Theory I Music and the Theater American Popular Music: The Decades The Roots of American Music Music Technology *Advanced Music Technology Concepts	<u>Visual Art</u> *Studio Art Honors <u>Performing Arts</u> *Chamber Choir Honors (Teacher Recommendation) *Concert Band Honors (Teacher Recommendation)	<u>Visual Art</u> *AP Studio Art *ECE Drawing <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

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

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

Prerequisite: Foundations of Art I

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

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

Prerequisite: Foundations of Art I

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

#631	Sculpture I (10-12)	Semester	0.5 Credit

Prerequisite: Ceramics

This course in multimedia construction encourages exploration of materials and processes as students develop three-dimensional problem-solving skills, sculptural techniques and artistic expression. Working with materials such as soapstone, clay, wood, wire, plaster and found objects, students plan, design and construct uniquely expressive forms. Students will participate in class critiques and explore the relationship of form and shape with space. Additive, subtractive, modular and relief sculptural processes are also explored in depth.

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

#636	Graphic Design I (9-12)	Semester	0.5 Credit

Prerequisite: Foundations of Art I

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

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 Art and Design Program (11-12)	Full Year	1.0 Credit

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

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

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

#676	Introduction to Piano & Guitar	Semester	0.5 Credit

This hands-on course allows students to realize the essential elements of playing the guitar and piano. This semester course is designed for students with no previous guitar or piano experience. Students will receive guidance and direction in solving problems related to playing the guitar and piano at a beginning level and will learn many of the different styles, skills and techniques required to become a successful pianist and guitarist. Areas of concentration include: note reading, chord study, listening, musical forms, improvisation and performing experiences. Each student will be able to problem solve as they practice live and with online software. They will use online software to compose for guitar and piano to realize all the fundamental aspects of the guitar and piano.

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

# 646	American Popular Music: The Decades	Semester	0.5 Credit

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

This course is open for all students to experience a fun and focused approach to musical fundamentals, online and in class 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, STEM or Electives

#678	Music Technology	Semester	0.5 Credit

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, STEM or Electives

#691	Advanced Concepts in Music Technology	Semester	0.5 Credit

Prerequisite: Completion of Music Technology I

This hands-on course is a more in depth study of the advanced concepts of music technology, including sound fundamentals, audio equipment, sound recording/engineering and mixing, and computer music composition. Students will work with Digital Audio Workstations such as Garageband and web-based programs such as SoundTrap. The course provides students with a final portfolio of music technology projects that can be applied to engineering or arts higher education programs and beyond.

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

#692	Music and the Theater	Semester	0.5 Credit

This class will cover the many aspects of Music and Theatre. When these art forms are combined, the art of Musical Theatre is developed. An overview of the historical, cultural and social issues that contribute to the development of this art form is covered. Notable performers, writers, choreographers, directors and producers are examined for their contribution to the art. Aspects of technical theater elements are included in this course. Self-reflection, evaluation, and personal thought provoking topics are covered while students learn to become independent thinkers.

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

#689	Chamber Choir	Full Year	1.0 Credit

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

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

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. 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. All students enrolled in the course are expected to take the exam in May at the student's expense.

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

Physical Education and Wellness Department Course Offerings

College Prep
Competitive Sports I (fall) Competitive Sports II (spring) *Health Education Lifetime Fit/Wellness Non-Competitive Cardio Strength and Conditioning I *Strength and Conditioning II *Strength a*nd Conditioning III Unified Sports Yoga and Meditation I *Yoga and Meditation II **Prerequisite*

Wellness

The purpose of the Wellness 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

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

Required Course – Sophomore Year

#890	Health Education (10)	Half Year	.5 Credit

Prerequisite: Lifetime Fitness and Wellness
Mandatory course for all sophomores. This course will grow upon health units discussed in 9th Grade Lifetime

Fitness and Wellness using the 8 Standards within the Healthy and Balanced Living Curriculum Framework, updated and written by the Connecticut Department of Education. The 8 standards being:

Standard 1: Students will comprehend concepts related to health.
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Credit Subject Area: Wellness or Electives

Elective Courses

#934	Competitive Sports I (11-12)	Semester	0.5 Credit

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 (11-12)	Semester	0.5 Credit

Prerequisite: Competitive Sports I

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

#937	Non-Competitive Cardio Activities (11-12)	Semester	0.5 Credit

Prerequisite, Lifetime Fitness and Wellness.

Designed to help students improve and gain knowledge of their cardio-respiratory fitness. Students will participate in a variety of non-competitive aerobic activities such as walking, dancing, Zumba, kickboxing and other aerobic activities.

Credit Subject Area: Wellness or Electives

#930	Strength & Conditioning I (11-12)	Semester	0.5 Credit

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 (11-12)	Semester	0.5 Credit

Prerequisite: Strength & Conditioning I

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 (11-12)	Semester	0.5 Credit

Prerequisite: Strength & Conditioning II

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	Unified Sports (11-12)	Semester	0.5 Credit
#927			

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 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. 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 which is shared on the team contract 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.

Credit Subject Area: Wellness or Electives

#936	Yoga and Meditation I (11-12)	Semester	0.5 Credit

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

#940	Yoga and Meditation II (11-12)	Semester	0.5 Credit

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. Students will demonstrate the Oxford Attributes of the Graduate through this process and final product.