



Oxford High School

2018 - 2019
Program of Studies Manual

Welcome from the Principal

Dear Oxford High School Students and Parents/Guardians,

I present to you the 2018-19 Program of Studies Manual for Oxford High School. We hope that you will find the course offerings for next year interesting and challenging. Oxford High School offers a modern, comprehensive curriculum from which students may choose a program designed to prepare them for the educational and work objectives they have in mind.

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

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

Sincerely,

Dorothy Potter

TABLE OF CONTENTS

Core Values and Graduation Requirements.....	4
Statements and Disclosures.....	12
General Information from A-Z.....	13
English Department Courses.....	17
History and Social Studies Department Courses.....	22
Mathematics Department Courses.....	27
Science Department Courses.....	34
World Languages Department Courses.....	41
Applied Technology Department Courses.....	45
Business and Finance Technology Courses.....	46
Family and Consumer Science Courses.....	49
Technology Education Courses.....	51
Fine and Performing Arts Department Courses.....	54
Visual Arts Courses.....	55
Music Courses.....	57
Wellness Department Courses.....	60
Senior Capstone Project	63

CORE VALUES AND GRADUATION REQUIREMENTS

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

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

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

Academic:

- **Think critically and inquisitively -**
 - Sustain processes of reflective inquiry 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 credibility 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 specified purpose
- **Master appropriate content and skills from a variety of disciplines -**
 - Build fundamental understandings from a range of academic areas
 - Explore, retain, and interpret advanced concepts and knowledge in selected areas of interest
 - Demonstrate mastery of digital literacy in a variety of contexts
- **Make connections among and between critical concepts for learning -**
 - Make connections between one's own life experiences and those of others
 - Identify and analyze patterns of meaning that occur within areas of study

Civic and Social:

- **Demonstrate citizenship and social responsibility -**
 - Knowledge of fundamental values of citizenship in a democracy
 - Contribution to the community

- Understanding of interdependence, respect, and responsibility for others in and beyond the Oxford community
 - **Personal character and growth -**
 - Awareness of the importance of physical and emotional well-being
 - Respect for self and others
 - Honesty and integrity
 - Self-awareness and purpose
-

Graduation Requirements:

A total of 24 credits ***in addition to*** a successful demonstration of skill mastery (of Oxford's established Community Academic, Civic and Social Expectations) is required for graduation from Oxford High School.

1. English/Language Arts: Four credits in English/Language Arts.

2. A total of seven credits in Math/Science with a minimum of three in each.

Mathematics: Three/four credits in mathematics including Algebraic Reasoning and one credit in both grades nine and ten.

Science: Three/four credits in science, including one credit in both grades nine and ten.

3. History/Social Studies: Three credits in history/social studies including one full credit in American History and one half credit in Civics.

4. Applied Technologies: One and one-half credits in the area of Applied Technologies with one-half credit being "Communicating with Text."

5. Wellness: Two credits in health and physical education, one full credit of which must be taken as part of a regularly scheduled class from the Exercise Science / Wellness curriculum. Any entering juniors and seniors must be enrolled in PE Health and/or Physical Education to meet the minimum Ct State requirement of 1.5 credits in this credit area.

6. Fine and Performing Arts: One credit in fine and/or performing arts.

7. Electives: Four and one-half credits in an elective area of concentration or interest (which may include world languages).

8. Advisory: Students will be awarded .25 credit per year for successful completion of Advisory equaling one credit.

9. Senior Capstone Project: A cumulative senior project designed to demonstrate mastery of community expectations for learning.

Oxford High School's 21st Century Learning Expectations

Learning Expectation	Measurement Rubric
Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.	<ul style="list-style-type: none"> ✓ Writing Rubric ✓ Technology Rubric
Work independently and collaboratively to solve problems and accomplish goals.	<ul style="list-style-type: none"> ✓ Problem Solving Rubric ✓ Communication Rubric
Communicate information clearly and effectively using a variety tools/media in varied contexts for a variety of purposes.	<ul style="list-style-type: none"> ✓ Writing Rubric ✓ Communication Rubric
Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.	<ul style="list-style-type: none"> ✓ Communication Rubric ✓ Problem Solving Rubric
Effectively apply the analysis, synthesis, and evaluative processes that enable accurate interpretation and problem solving.	<ul style="list-style-type: none"> ✓ Reading Rubric ✓ Problem Solving Rubric
Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.	<ul style="list-style-type: none"> ✓ Advisory Rubric ✓ Capstone Rubric

Reading Rubric

Students read various texts for comprehension, interpretation, analysis and evaluation.

Expectations:	Exceeds	Meets	Near	Below
Comprehension of the source text	<ul style="list-style-type: none"> ✓ The response demonstrates thorough comprehension of the source text. ✓ The response shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text. ✓ The response is free of errors of fact or interpretation. 	<ul style="list-style-type: none"> ✓ The response demonstrates effective comprehension of the source text. ✓ The response shows an understanding of the text's central idea(s) and important details. ✓ The response is free of substantive errors of fact and interpretation. 	<ul style="list-style-type: none"> ✓ The response demonstrates some comprehension of the source text. ✓ The response shows an understanding of the text's central idea(s) but not of important details. ✓ The response may contain errors of fact and/or interpretation. 	<ul style="list-style-type: none"> ✓ The response demonstrates little or no comprehension of the source text. ✓ The response fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s). ✓ The response may contain numerous errors of fact and/or interpretation.
Analysis of the source text	<ul style="list-style-type: none"> ✓ The response offers an insightful analysis of the source text and demonstrates a sophisticated understanding of the analytical task. ✓ The response offers a thorough, well-considered evaluation of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing. ✓ The response focuses consistently on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> ✓ The response offers an effective analysis of the source text and demonstrates an understanding of the analytical tasks. ✓ The response competently evaluates the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing. ✓ The response focuses primarily on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> ✓ The response offers limited analysis of the source text and demonstrates only partial understanding of the analytical task. ✓ The response identifies and attempts to describe the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's own choosing, but merely asserts rather than explains their importance. Or one or more aspects of the response's analysis are unwarranted. ✓ The response may lack a clear focus on those features of the text that are most relevant to addressing the task. 	<ul style="list-style-type: none"> ✓ The response offers little or no analysis or ineffective analysis of the source text and demonstrates little or no understanding of the analytical task. ✓ The response identifies without explanation some aspects of the author's use of evidence, reasoning, and/or stylistic and persuasive elements, and/or feature(s) of the student's choosing. Or numerous aspects of the response's analysis are unwarranted. ✓ The response may not focus on features of the text that are relevant to addressing the task. Or the response offers no discernible analysis (e.g., is largely or exclusively summary).
Use of Textual Evidence	<ul style="list-style-type: none"> ✓ The response makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text in its entirety. ✓ The response contains relevant, sufficient, and strategically chosen support for claim(s) or point(s) made. 	<ul style="list-style-type: none"> ✓ The response makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text. ✓ The response contains relevant and sufficient support for claim(s) or point(s) made. 	<ul style="list-style-type: none"> ✓ The response makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text. ✓ The response contains little or no support for claim(s) or point(s) made. 	<ul style="list-style-type: none"> ✓ The response makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text. ✓ The response contains little or no support for claim(s) or point(s) made, or support is largely irrelevant.

Problem Solving Rubric

Students work independently and collaboratively to strategize solutions to open-ended questions or achieve a desired goal.

Expectations:	Exceeds	Meets	Near	Below
Defines the main problem and recognizes secondary aspects.	<ul style="list-style-type: none"> ✓ Demonstrates a thorough understanding of the problem and clearly identifies embedded elements. ✓ Specifically identifies the intricate relationship between secondary aspects and the main problem. 	<ul style="list-style-type: none"> ✓ Demonstrates a thorough understanding of the problem and its elements. ✓ Able to give basic overview of the relationship between secondary aspects and the main problem. 	<ul style="list-style-type: none"> ✓ Demonstrates a general understanding of the main problem. ✓ May not be able to clearly identify any secondary aspects. 	<ul style="list-style-type: none"> ✓ Incorrectly or partially identifies main problem. ✓ Recognizes few or no secondary aspects. ✓ The problem is not stated.
Develops and implements clear strategies to solve the problem.	<ul style="list-style-type: none"> ✓ Establishes a singular clear and concise plan to solve or address the problem. 	<ul style="list-style-type: none"> ✓ Establishes a clear and concise plan to solve or address the problem (may contain minor errors). 	<ul style="list-style-type: none"> ✓ Establishes a singular plan that needs further development to make it clear and concise. 	<ul style="list-style-type: none"> ✓ Unable to establish a singular plan or approach to the problem. ✓ There is no strategy to solve problem.
Gathers and presents data that are essential to solve the problem.	<ul style="list-style-type: none"> ✓ Clearly organizes and presents data. ✓ Data is relevant to problem. ✓ Data presentation is detailed and concise. 	<ul style="list-style-type: none"> ✓ Clearly organizes and presents data. ✓ Data is relevant to problem. 	<ul style="list-style-type: none"> ✓ Attempts to organize data. ✓ Data is underdeveloped. 	<ul style="list-style-type: none"> ✓ Data is unorganized. ✓ Data irrelevant or missing.
Interprets and analyzes data.	<ul style="list-style-type: none"> ✓ Interpretation and analysis clearly delineate relevant solution. 	<ul style="list-style-type: none"> ✓ Interpretation and analysis clearly delineate solution that is acceptable. 	<ul style="list-style-type: none"> ✓ Interpretation and analysis is present but incomplete. 	<ul style="list-style-type: none"> ✓ Interpretation and analysis have no relevance. ✓ Interpretation is missing.
Draws a conclusion and reflects upon solution to the problem.	<ul style="list-style-type: none"> ✓ Examines patterns/inconsistencies and creates insightful deductions about how they affect solution. ✓ Reflects upon process; recognizes limitations and impact of those limitations to the solution. 	<ul style="list-style-type: none"> ✓ Examines patterns/inconsistencies and creates deductions about how they affect solution. ✓ Reflects upon process and recognizes limitations. 	<ul style="list-style-type: none"> ✓ Examines patterns/inconsistencies and attempts deductions about how they affect solution. ✓ Reflects upon process and attempts to recognize limitations. 	<ul style="list-style-type: none"> ✓ Examines patterns/inconsistencies; solution does not match problem. ✓ Reflects upon process. ✓ Conclusion missing. ✓ Reflection missing.

Writing Rubric

Students write in a variety of modes for a variety of purposes to communicate to an identified audience.

Expectations:	Exceeds	Meets	Near	Below
Type and Purpose: The written piece is discipline-specific and the purpose is identifiable.	✓ Answers a question, solves a problem, or develops an idea in a substantive and insightful way. ✓ Focus is appropriate to task, purpose, and audience with insightful or convincing ideas, structure, or approach.	✓ Answers a question, addresses a problem, and/or develops an idea. ✓ Focus is appropriate to task, purpose, and audience.	✓ Minimally answers a question, solves a problem, and/or develops an idea. ✓ Focus is inconsistent to task, purpose, and audience.	✓ Does not answer a question, solve a problem, and/or develop an idea. ✓ Inappropriate focus.
Opening: The opening demonstrates a precise intention.	✓ Precisely introduces a complex topic and organizes ideas. ✓ Information builds in a logical manner to develop an insightful text.	✓ Clearly introduces the topic and organizes ideas. ✓ Introduction builds in a logical manner to develop a unified text.	✓ Introduction to the topic and organization of ideas is flawed. ✓ Information is inconsistent.	✓ Introduction to the topic and organization of ideas is inaccurate or missing. ✓ Information is illogical.
Development: The organization of the piece develops the progression of relevant ideas and evidence and helps the audience understand the topic or argument.	✓ The development is insightful and sophisticated and uses substantive and relevant data, facts, and/or evidence. ✓ Demonstrates the ability to convey all sides of an issue and/or support stance with substantive references.	✓ The development is supported through relevant data, evidence, and/or facts. ✓ Demonstrates an understanding of the topic.	✓ The development is partially supported through relevant data and/or facts. ✓ Demonstrates some understanding of the topic.	✓ The development is not supported by relevant data and/or facts. ✓ Fails to demonstrate understanding of the topic.
Conventions: Use of conventions helps the reader to clearly understand intent, purpose, and thought process.	✓ Demonstrates mastery of standard written language with no errors in grammar, mechanics, and/or spelling.	✓ Demonstrates general command of standard written language with minimal errors in grammar, mechanics, and/or spelling.	✓ Demonstrates inadequate command of standard written language with several errors in grammar, mechanics, and/or spelling.	✓ Does not demonstrate adequate command of standard written language with many errors in grammar, mechanics, and/or spelling.
Style and Language: Word choice and sentence structure are tailored to a target audience and a specific purpose.	✓ The style chosen suits the author's purpose. ✓ Articulate and precise word choices. ✓ Varied and purposeful sentence structure.	✓ The style is maintained. ✓ Word choices generally convey author's ideas. ✓ Sentence structure appropriate to task.	✓ Style is flawed. ✓ Language is inadequate.	✓ Lacking style and/or a coherent language is not used.
Closing: Closing is precise, resonating, and links to overall development of idea/topic.	✓ Provides a conclusion that influences the audience while maintaining and supporting the information or argument.	✓ Provides a conclusion that maintains and supports (but does not repeat) the information or argument.	✓ Provides an undeveloped, wholly repetitive, or unsupported conclusion.	✓ Does not provide any closure.

Technology Rubric

Students select and utilize appropriate technology to complete an educational task.

Expectations:	Exceeds	Meets	Near	Below
<p>Operation Skill and Effectiveness: Students effectively utilize appropriate technological resources to solve a problem, accomplish a task, or communicate information.</p>	<ul style="list-style-type: none"> ✓ Always follows proper procedures when utilizing technology. ✓ Skillfully integrates appropriate technological resources to accomplish a provided task. ✓ Adeptly evaluates and selects digital tools, such as scientific instruments, graphing calculators, or computer software to acquire, organize, and communicate information. 	<ul style="list-style-type: none"> ✓ Regularly follows proper procedures when utilizing technology. ✓ Integrates appropriate technological resources to accomplish a provided task ✓ Adequately evaluates and selects digital tools based on the appropriateness to the specific task(s). 	<ul style="list-style-type: none"> ✓ Sometimes follows proper procedures when utilizing technology. ✓ Rarely integrates appropriate technological resources to accomplish a provided task. ✓ Less than adequately evaluates and selects digital tools based on the appropriateness to the specific task(s). 	<ul style="list-style-type: none"> ✓ Utilizes technology in a manner which is ineffective due to neglect of proper procedure. ✓ Does not integrate appropriate technological resources to accomplish a task. ✓ Does not yet evaluate or select digital tools that are appropriate to the specific task(s).
<p>Work Habits: Students engage in the use of a variety of technological resources with a positive and productive approach.</p>	<ul style="list-style-type: none"> ✓ Models a high level of respect for personal and physical safety. ✓ Takes pride in and assures functionality of appropriate technological resources. 	<ul style="list-style-type: none"> ✓ Respects personal and physical safety. ✓ Takes care of technological resources. 	<ul style="list-style-type: none"> ✓ Sometimes respects personal and physical safety. ✓ Does not take pride in technological resources. 	<ul style="list-style-type: none"> ✓ Does not respect personal or physical safety. ✓ Has no concern for the functionality of the technology.
<p>Technical Literacy: Students demonstrate proficiency in the use of appropriate language regarding technology.</p>	<ul style="list-style-type: none"> ✓ Demonstrates an articulate command of technical language. ✓ Navigates technical reading skillfully. 	<ul style="list-style-type: none"> ✓ Demonstrates an overall command of technical language. ✓ Navigates technical reading with purpose. 	<ul style="list-style-type: none"> ✓ Lacks command of technical language. ✓ Navigates technical reading with assistance. 	<ul style="list-style-type: none"> ✓ Technical language not used consistently. ✓ Does not navigate technical reading productively.
<p>Production and Effort: Students' final product demonstrates both effort and mastery of the appropriate technology.</p>	<ul style="list-style-type: none"> ✓ Skillfully uses technology to make an effective and creative product. ✓ Time and effort are clearly evident in the final product. ✓ Mastery of technological procedures is evident. 	<ul style="list-style-type: none"> ✓ Uses technology to make an effective product. ✓ Time and effort are mostly evident in the final product. ✓ Competence of technological procedures is evident. 	<ul style="list-style-type: none"> ✓ Uses limited technology to communicate information. ✓ Time and effort is occasionally evident in the final product. ✓ Inconsistently uses proper technological procedures. 	<ul style="list-style-type: none"> ✓ Uses little to no technology to communicate information. ✓ Time and effort is rarely evident in the final product. ✓ Does not use proper technological procedures.

Communication Rubric

Students communicate effectively using a variety of methods to engage an identified audience (through speaking, listening, or presenting).

Expectations:	Exceeds	Meets	Near	Below
Demonstrates content knowledge through communication and support.	<ul style="list-style-type: none"> ✓ Demonstrates an in-depth understanding of subject; extends into secondary areas pertaining to topic. ✓ Full explanations are given in response to audience questions and used as a catalyst for further discussion/elaboration. ✓ Validated sources extend beyond requirements; innovation shown in finding resources. 	<ul style="list-style-type: none"> ✓ Demonstrates thorough understanding of primary subject. ✓ Basic responses given to relevant audience questions with possible elaboration. ✓ Source requirements met and validated. 	<ul style="list-style-type: none"> ✓ Demonstrates basic understanding of subject; may demonstrate inconsistency or inaccuracy. ✓ Inadequate or incomplete responses to audience questions. ✓ Source requirements not met and/or validated. 	<ul style="list-style-type: none"> ✓ Demonstrates insufficient and/or inadequate understanding of subject. ✓ Unable or unwilling to respond to relevant audience questions. ✓ No sources or no valid sources.
Information is presented in a clear manner.	<ul style="list-style-type: none"> ✓ Presentation of information is articulate and strategic. ✓ Demonstrates the ability to deviate from intended path and return to primary focus. ✓ Resourceful examples and details offer insight and depth. 	<ul style="list-style-type: none"> ✓ Presentation of information is logical and sequential. ✓ Stays on intended path with no or minimal deviation. ✓ Examples and details are relevant and pertain to the topic. 	<ul style="list-style-type: none"> ✓ Information is presented in a somewhat logical/sequential manner. ✓ Limited number of examples and details are given or they are not pertinent. 	<ul style="list-style-type: none"> ✓ Information is incomplete or inadequate resulting in an incoherent presentation. ✓ Few or no examples or details given.
Uses verbal and non-verbal communication to effectively present material.	<ul style="list-style-type: none"> ✓ Demonstrates an articulate command of formal language and grammar. ✓ Eye contact is consistent and moves throughout room effectively. ✓ Posture and poise are appropriate and dynamic to enhance audience engagement. ✓ Attire and grooming are professional. ✓ Tone and volume of voice is vibrant and engaging. 	<ul style="list-style-type: none"> ✓ Demonstrates an overall command of formal grammar and language. ✓ Eye contact is generally present and moves throughout the audience. ✓ Posture and poise are appropriate for audience/event. ✓ Attire and grooming are suitable. ✓ Tone and volume of voice are controlled and varied. 	<ul style="list-style-type: none"> ✓ Lacks command of formal grammar and language at times. ✓ Eye contact is sporadic or fixed on one place. ✓ Posture and poise are not always appropriate. ✓ Attire not completely appropriate. ✓ Tone and volume lack control or fluctuation. 	<ul style="list-style-type: none"> ✓ Formal grammar and/or language not used consistently. ✓ Eye contact not made. ✓ Posture and/or poise not present. ✓ Attire inappropriate. ✓ Tone and/or volume lack control.
Uses visual and digital media strategically to enhance audience understanding.	<ul style="list-style-type: none"> ✓ Shows innovation and creativity in choice and integration of visuals/digital media. ✓ Supporting medium helps to manage as well as engages audiences' understanding of the subject area. 	<ul style="list-style-type: none"> ✓ Uses appropriate visuals/digital media; well-integrated into presentation. ✓ Supporting medium enhances presentation. 	<ul style="list-style-type: none"> ✓ Uses somewhat appropriate visuals/digital media. ✓ Incorporation may be awkward and relation to subject area may be unclear. 	<ul style="list-style-type: none"> ✓ Uses weak and inaccurate visuals/digital media. ✓ Incorporation is inappropriate or unrelated to subject area.

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 144 Oxford Road, Unit 1B, Oxford, Connecticut 06478 or by phone at (203) 888-7754.

Academic Eligibility for Athletics

*According to the Connecticut Interscholastic Athletic Conference:

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

GENERAL INFORMATION FROM A-Z

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

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

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

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

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

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

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

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

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

Attendance Requirement for Course Credit

The attendance policy reflects the philosophy that attentive presence in class is essential for academic success at Oxford High School. The attendance policy is designed to be supportive of educational

achievement. Parents are encouraged to work with teachers in implementing the provisions. (See Attendance section of Student/Parent handbook)

Currently Offered Courses and Course Availability: Within each department section of this Program of Studies manual, students and parents will find a list of courses with descriptions and associated course numbers. These are all courses that are available for consideration in a student's academic plan. These course numbers will be used in the spring as part of the course registration process. It is the intent of the district to run all of the listed courses in this Program of Studies manual during the 2018-2019 school year. HOWEVER, it must be noted that all courses are subject to change or cancellation based on budgets, staffing, and enrollment considerations. All required courses will be run; all electives are dependent on these stated variables.

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

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

Student Schedule Changes

Students will receive a schedule at the start of each school year. Every attempt is made to honor elective requests however academic subjects are the priority and an elective conflict may result.

If a student is applying for a medical waiver from physical education, the student must attend all gym classes until a written statement from the doctor is given to the school nurse and the nurse signs the waiver.

Unless extenuating circumstances are approved by administration, a student who drops a course after the first 4 weeks of a full-year course, or after the first 2 weeks of a semester course, will receive a withdrawal on the report card.

The process to make schedule changes within the permitted timeline is as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Oxford High School English Department Course Offerings

Course	Level(s)
Grade 9 English – Full Year	College Prep Honors
Grade 10 English – Full Year	College Prep Honors
Grade 11 English – Full Year	College Prep Honors AP Language & Composition
Grade 12 English – Full Year	AP Literature & Composition / UCONN ECE English
Grade 12 English – Semester (2 required)	Classic & Contemporary Cinematic Analysis Complex Themes & Simple Literature Contemporary Global Issues Creative Writing Journalism Essentials & Impact Literature Perspectives on Modern American War Sports in Literature Themes in Literature

ENGLISH

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

For each of the following, the primary difference between the Honors and College Prep. level is the amount of reading and writing required for successful completion of the course syllabus. For all English courses, there are shared texts between the two (or three) levels. Course curriculum is aligned with the Common Core State Standards; each focuses on two main writing genres, argumentative and rhetorical analysis.

Required Courses

Grade 9

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

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

Grade 10

#122	English 10 College Prep	Full Year	1.0 Credit
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Sophomore English is a study of American and world literature. This course also stresses the influence of American culture and customs of its literary traditions. This serves as a foundation for the continuing development of student's writing (including usage and mechanics), speaking, listening, and viewing skills. Students in this course can expect to read challenging and interesting texts, and to write for a variety of real life purposes.

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

Sophomore English is a study of American and world literature, with an emphasis on literary periods, major authors, and important literary works. This serves as a foundation for the continuing development of the student's communication skills in reading, writing, speaking, listening, and viewing skills. Students in this course can expect to read challenging and interesting texts and to write frequently in response to a variety of prompts and contexts. By the end of this course, students will be prepared to write for higher-level challenges, such as the SAT, AP exams, or other college placement examinations.

Grade 11

#128 English 11 College Prep	Full Year	1.0 Credit
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Junior English is a study of American literature with an emphasis on literary periods, major authors, and important literary works. The course stresses the influence of America's culture and customs on its literary tradition. This course hones students' skills in reading, writing, speaking, listening, and viewing. Students will be prepared to take the SAT this year. The college essay is a staple writing genre in the junior year.

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

Junior English is a study of American literature with an emphasis on literary periods, major authors, and important literary works. The course stresses the influence of America's culture and customs on its literary tradition. This course hones students' skills, in reading, writing, speaking, listening, and viewing. Students will be prepared to take the SAT this year. The college essay is a staple writing genre in the junior year.

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

Students will focus on an intensive study of nonfiction writing that spans 500 years of English language tradition that includes but is not limited to: presidential speeches, political essays, contemporary satires, and much more. 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 the Advanced Placement exam in May. All students enrolled in the course are required to take the exam with the intent of scoring well enough to earn college credit.

Grade 12 Semester Courses

#160 Classic and Contemporary Cinematic Analysis	Semester	0.5 Credit
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This course is a study of films with particular emphasis on themes, genre, history and filmmaking techniques relative to analysis and interpretation of film as a type of literature. We live in a visual society and students must be visually literate to be successful. Theme, characterization, motifs, archetypes, mood, and plot are

concepts that apply to both film and literature. Film is a reflection of the hopes and fears of society, as well as a lens with which society evaluates its morals and values. The hero and villain archetypes in film often imitate the social climate of the time. Students enrolled in Film as Literature will view and analyze a variety of quintessential films that have made a lasting impression on America's society. Students will also learn how film elements (angles, shots, sound, lighting, and transitions) are used to influence the audience's perception and understanding, which will help students become better critical viewers and critical thinkers.

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

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

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

#157 Themes in Theater	Semester	0.5 Credit
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Drama's significance and impact as a literary genre will be explored through reading, discussion, and written analysis of plays and musicals, as well as through the students' own performances and the viewing of noteworthy performances on film. Students will become fluent in theatrical terminology (e.g. stage directions, soliloquy, aside) as well as literary terms (e.g. theme, archetype, characterization, mood); they will explore the story-telling techniques unique to theater; and they will hone their critical analysis and writing skills. The texts will all be American plays with the exception of one Shakespearean play for comparison.

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

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

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

Tim O'Brien, *The Things They Carried*

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

#141 Sports Literature	Semester	0.5 Credit
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“Sports has the power to transcend culture, nationality, religion, values...in short, differences of all kinds. It breaks down barriers and builds bridges.” –Mark Tewksbury.

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

Grade 12 Full Year Course

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

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

Oxford High School History and Social Studies Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Origins of Civilization Civics/ Comparative Governments American Studies Introduction to Psychology Sociology Perspectives on Race Sports History	Origins of Civilization Civics Comparative Governments American Studies Introduction to Philosophy	United States History European History Psychology American Gov't & Politics

HISTORY AND SOCIAL STUDIES

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

Required Courses

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

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

#417 & #422 Global Studies II / Civics – College Prep (10)	Full Year	0.5/0.5 Credit
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Students will enroll in two single semester courses for their 10th grade Social Studies requirement. The first, Global Studies 2, will be a continuation of their 9th grade Social Studies course, which concludes with post-World War 2 decolonization. This course will continue to emphasize the literacy skills inherent in historical analysis, pushing students to engage in more challenging texts, and develop more sophisticated writing. Content consideration focus largely on global current events and how they can be understood from an 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.

#418 & #423 Global Studies II Honors / Civics - Honors (10)	Full Year	0.5/0.5 Credit
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Students will enroll in two single semester courses for their 10th grade Social Studies requirement. The first, Global Studies 2, will be a continuation of their 9th grade Social Studies course, which concludes with post-World War 2 decolonization. This course will continue to emphasize the literacy skills inherent in historical analysis, pushing students to engage in more challenging texts, and develop more sophisticated writing. Content consideration focus largely on global current events and how they can be understood from an historical context. During the second semester students will be enrolled in Civics where literacy development will continue uninterrupted, now with a thematic examination of the foundations and modern implications of American Government. Students in these courses can expect to read challenging and interesting texts and to write frequently in response to a variety of prompts and contexts.

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

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

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

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

Elective Courses

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

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

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

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

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

#478 Introduction to Philosophy – Honors (11/12)	Semester	0.5 Credit
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An introduction to philosophical reflection and engagement of some central questions of human existence. Throughout this course, students will consider: 1) epistemological questions concerning the possibility and nature of knowledge and truth; 2) metaphysical questions concerning the nature of ultimate reality, the mind-body problem, consciousness, freedom and determinism, personal identity, and the existence of God; and, 3) ethical questions concerning morality

and the “good life”. Introduction to Philosophy (Honors) is largely discussion-based and will place an emphasis on the careful reading of primary and secondary sources, critical and systematic thinking, and the verbal and written expression of ideas.

#434 Sports History (11/12)	Semester	0.5 Credit
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This course may be selected in grade 11 or grade 12, and will consist of a study of sport through interaction with literature and history presented by athletes, sports columnists, the media, and contemporary authors. Reading and topics in the course are selected to be pleasurable as well as thought provoking, covering a range of modern fiction, non-fiction, poetry, biographies, and commentaries. Writing in the course is designed to be both descriptive and critical.

Oxford High School Mathematics Department Course Offerings

College Prep	Advanced	
	Honors	Advanced Placement
Algebra I Algebra I B Geometry Algebra II Algebra II B Pre-Calculus Calculus Probability & Statistics **Accounting classes can only count for math credit with prior admin. approval. Accounting I UB Accounting II (AP Weighting) Accounting III (Honors Weighting) Computer Science Personal Financial Decisions *Math Modeling * Not offered in 2018-19	Geometry Pre-Calculus Algebra II	AP/AB Calculus AP Computer Science AP Statistics

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 SBAC 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.

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

# 216	Algebra I B- College Prep	(9/10)	Full Year	2.0 Credit
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This course begins with a strong review of the essential skills of arithmetic as they relate to the study of algebra and includes basic algebraic concepts aligned with CT Core Standards. Algebra concepts are introduced in a step-by-step approach with many examples illustrating each new skill and are presented in a variety of ways. Examples may include the use of manipulatives and visuals to allow students to grasp a conceptual understanding of each algebra topic. Topics include: expressions, solving equations and inequalities, functions, solving, graphing, and writing linear equations and inequalities, solving systems of equations and inequalities, exponents and exponential functions and quadratic equations and functions. Instruction, practice, and assessments will be presented in a variety of formats. This course is taught in a double period to allow student review and practice both at a skill level at a conceptual level. A strong focus on student needs is addressed to ensure content understanding at a more complete level. There will also be extensive use of technology including the graphing calculator throughout the year. A TI-84+ calculator is highly recommended for this course.

#232 Geometry-College Prep (9/10)**Full Year****1.0 Credit****Prerequisite: Successful completion of Algebra I**

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; surface area and volume of solids; similar triangles; quadrilaterals; properties of transformations; 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.

#233 Geometry-Honors (9/10)**Full Year****1.0 Credit****Prerequisite: Successful completion of College Prep Algebra I with a 92 or better or recommendation from department chair.**

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; surface area and volume of solids; similar triangles; quadrilaterals; properties of transformations; 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.

#242 Algebra II - College Prep (10/11)**Full Year****1.0 Credit****Prerequisite: Successful completion of Algebra I and Geometry**

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.

#241 Algebra II - College Prep B (10/11)**Full Year****2.0 Credit**

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. This course is taught in a double period to allow student review and

practice both at a skill level at a conceptual level. A strong focus on student needs is addressed to ensure content understanding at a more complete level.

#243 Algebra II - Honors (10/11)

Full Year

1.0 Credit

Prerequisite: Successful completion of Honors Geometry with an 80 or better or recommendation from department chair.

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.

Elective Courses

#249 Pre-Calculus - College Prep (11/12)

Full Year

1.0 Credit

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

In Pre-Calculus, 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 very 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.

#250 Pre-Calculus - Honors (11/12)

Full Year

1.0 Credit

Prerequisite: Successful completion of Honors Algebra II with an 80 or recommendation from department chair.

In Honors Pre-Calculus, 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 very 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.

#252 Probability and Statistics (11/12)

Full Year

1.0 Credit

Prerequisite: Successful completion of Algebra II and recommendation from teacher or department chair.

In Statistics & Probability, 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. Extensive use of algebraic skills and the graphing calculator will be applied throughout the course.

#253 AP Statistics (11/12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Algebra II with a final grade of 85 or higher.

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.

#257 Calculus - College Prep (11/12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Pre-calculus with a 72 and recommendation from Pre-calculus teacher or department chair.

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

#256 Calculus AP/AB (12)	Full Year	1.0 Credit
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Prerequisite: Successful completion of Honors Pre-calculus with a grade of 82 or better or recommendation from department chair.

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 these values associated with the unit circle.

The goals for this course are that the students gain a solid understanding of the ideas in the Calculus AB curriculum, so they will have all the skill sets necessary to be successful on the AP exam. The Advanced Placement Calculus AB course follows an approved College Board syllabus and students are required to take the AP exam in May. This rigorous program of study includes properties of functions, limits, differential calculus, and integral calculus. Proper notation is stressed and is an important element when expressing written work. A graphing calculator is required for the course, as investigative techniques are an integral part of the complete understanding of the course.

225 AP Computer Science (10-12)

Full Year

0.5 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.

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.

#224 Computer Science (9-12)

Full Year

1.0 Credit

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

#728 Personal Financial Decisions (10-12)

Semester

0.5 Credit

This one-semester course covers such topics as: checking accounts; payroll deductions; income taxes; purchasing and maintaining a car; life, health and homeowner's insurance; credit and credit cards; savings and investments; and inflation and recession, which the students would be encountering in his or her daily life at the present time or in the near future.

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

#247 Math Modeling (12)

Full Year

1.0 Credit

Prerequisite: Successful completion of Geometry and recommendation from teacher or department chair.

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

open-ended. There will also be emphasis on the use of technology, including the graphing calculator, throughout the year.

#716 Accounting I (9-12)	Semester	0.5 Credit
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Formerly Proprietorship Accounting

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). Students who struggle in math may use this course as a math credit with administrative approval.**

#735 UB Accounting II (11-12)	Semester	0.5 Credit
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Formerly Partnership Accounting, Accounting II

Prerequisite: Accounting I (Formerly Proprietorship Accounting) grade of 80 or better

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

UB Accounting is a rigorous college level course. Upon successful completion, students may earn credit from the University of Bridgeport. 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.

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

#718 Accounting III - Honors (11-12)	Semester	0.5 Credit
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Formerly Corporate Accounting

**** Honors Credit**

Prerequisite: Accounting I & UB Accounting (Formerly Proprietorship and Partnership Accounting)

Accounting III is a continuation of Accounting II. 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. This course carries honors weighting per the Grading, Weighting and Class Rank policy on pg. 14.

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

Oxford High School Science Department Course Offerings

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

SCIENCE

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

Required Courses

#303	Integrated Science - College Prep (9)	Full Year	1.0 Credit
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This course is designed to meet the requirements of the Next Generation Science Standards. The disciplinary core ideas of matter, energy, systems of Earth, human impacts 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 through the year.

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

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

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

#310	Applied Biology (10-12)	Full Year	1.0 Credit
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This course is focused on making the connections between science and technology and their impact on the quality of our lives. Biology concepts relevant to everyday life are integrated with scientific practices of study overarching concepts including heredity, biodiversity, and the organization of organisms. The application of concepts to everyday life is the foundation of this course.

#327 Current Issues in Science (10)**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.

#330 Applied Chemistry (11)**Full Year****1.0 Credit**

Prerequisite: Successful completion of Biology

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

#331 Chemistry - College Prep (11)**Full Year****1.0 Credit**

Prerequisites: Geometry and successful completion of Biology

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

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

Prerequisites: Successful completion of Honors Biology II with an 80 or better or College Prep Biology II with a 90 or better along with successful completion of Honors Geometry with an 80 or better or College Prep Geometry with a 90 or better, and/or recommendation from department chair.

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.

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

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

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

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

#347 Physics - Honors (11-12)**Full Year****1.5 Credit****Prerequisites: Successful completion of Honors Chemistry with an 80 or better or College Prep Chemistry with a 90 or better along with successful completion of Honors Algebra II with an 80 or better or College Prep Algebra II with a 90 or better, and/or recommendation from department chair.**

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.

FULL YEAR ELECTIVE COURSES**#337 Applied Research Honors (9-12)****Full Year****1.0 Credit**

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

1. Interact with practicing scientists

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

Depending on course enrollment, this class may be scheduled as a 1.0 credit elective meeting 4 periods per week or as a 0.5 credit course meeting 2 periods per week. The course may be repeated with a change in content or continuation of project.

SEMESTER ELECTIVE COURSES

#361	Field Biology - College Prep (11-12)	Semester	0.5 Credit
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Prerequisite: Successful completion of 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.

#363	Forensic Science (11-12)	Semester	0.5 Credit
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Prerequisite: Successful completion of Biology and any 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.

# 304	Integrated Science Honors (11)	Semester	0.5 Credit
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Prerequisites: Honors Biology and /or Honors Chemistry

This is a 0.5 credit course that is a supplemental study of the Next Generation Science Standards. This course is designed to correlate concepts of matter, energy, and Earth systems to previously taken courses of honors biology and honors chemistry.

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

This course investigates several marine environments including Long Island Sound as a case study of invasive species and their impact in the Sound. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of marine science uses multiple pathways of

scientific reasoning to explore. The course includes the biological, physical, and chemical factors of the marine environment, and includes marine diversity and ecology. Students' understanding of marine biology is fostered through laboratory investigations and field experiences that include the collection and identification of plant and animal populations from aquatic samples. As a result of this course, students develop a deeper understanding of the concepts and principles of marine science and its related applications.

#352 Natural Disasters (11-12)	Semester	0.5 Credit
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This course investigates the causes and effects of natural occurring phenomenon. 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.

ADVANCED PLACEMENT COURSES

#329 Advanced Placement Biology (11-12)	Full Year	1.5 Credit
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Prerequisites: Successful completion of Biology and Chemistry with an 80 or better and/or recommendation from department chair.

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

#382 Advanced Placement Chemistry (11-12)	Full Year	1.5 Credit
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Prerequisites: Successful completion of Honors Chemistry with an 80 or better, Honors Algebra II with a grade of 80 or better, and/or recommendation from department chair.

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

#386 Advanced Placement Physics B Course I (12)	Full Year	1.5 Credit
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Prerequisites: Successful completion of Honors Chemistry with an 80 or better or Honors Physics with an 80 or better and recommendation from department chair. Students must have taken pre-calculus or be taking pre-calculus concurrently.

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

Oxford High School 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 – ECE Spanish V - ECE

WORLD LANGUAGES

The mission of the World Languages Department is to teach students to communicate in a language other than English and to make meaningful connections and comparisons between their own experience and the cultures, traditions, and communities found within the target language(s), with the goal of achieving proficiency. The World Languages Department follows the standards stated in the ACTFL guidelines for Language Learning, which come directly from the National Standards for Learning Languages.

The World Language Department at Oxford High School recommends that students planning to attend a college or university complete at least three years of one modern world language at the high school level. More competitive colleges and universities recommend an uninterrupted study of a world language during the high school years.

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

Criteria for World Language Placement:

1. Candidates entering a World Language Honors course from a CP World Language course must have a year average of 90 or higher and approval from the World Languages Department chair.
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 Languages Department chair.
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 approval from the World Languages Department chair.

#550 Italian I - College Prep

Full Year

1.0 Credit

This is a beginning Italian course that presents basic language skills of speaking, listening comprehension, reading, writing, and viewing with emphasis on effective linguistic functioning in authentic situations. In addition to language, this course also includes art, culture, and other contextual topics related to the Italian language: for example, Carnevale.

#552 Italian II - College Prep

Full Year

1.0 Credit

Prerequisite: Italian I

Building on the foundations of Italian I, students in this course will enhance their communication skills through continued vocabulary acquisition, with an emphasis on mastering the use of past tenses. Students will also develop an understanding of the contrast in use of past tenses. Cultural topics will expand to include deeper understanding of the daily activities of life in Italy, including music, sport, style, diet, and economic factors and geography.

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

Building on their proficiencies in listening comprehension, reading, speaking and writing in Italian, students will expand and refine their language production through continuing acquisition of vocabulary and advanced structures. This course will provide more in-depth study of Italian literature, theatre, art and music, including opera, with continuing emphasis on factors of contemporary life in Italy, including politics and entertainment.

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

This course will provide students of Italian with a comprehensive review of the grammar that they have learned over the first three years with an integrated approach to language study with an emphasis placed on communication skills. Written communication skills will be further developed and refined as students will read, write and communicate with greater precision. Reading and writing practice will be prompted by current topics relevant to Italy today, including music, food, media, sports, and more.

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

This course will provide students of Italian with opportunities to utilize the grammar that they have learned over the first three years with new and more complex content material. Oral and written communication skills will be further developed and refined as students endeavor to master more advanced reading and writing practice prompted by current topics relevant to Italy today, including music, food, media, literature, and more.

#521 Spanish I - College Prep**Full Year****1.0 Credit**

This is a beginning Spanish course that presents the basic language skills of speaking, listening comprehension, reading and writing, with emphasis on effective linguistic functioning in authentic situations. In addition to language, this course also includes units on art, culture, and other contextual topics related to the Spanish language.

#522 Spanish II - College Prep**Full Year****1.0 Credit****Prerequisite: Spanish I**

Students in this course enhance their communication skills through continued vocabulary acquisition, with emphasis on mastering the use of past tenses. Students will also develop an understanding of the contrast in use of past tenses. In addition, students will review cultural topics will expand to include understanding of the contributions of pre-Colombian societies in Central and South America and the Caribbean.

#523 Spanish III - College Prep**Full Year****1.0 Credit****Prerequisite: Spanish II**

Students will expand and refine their communicative goals through study of authentic literature and film, history, and geography as well as other aspects of Spanish culture. Considerable emphasis will be placed on producing written products in a variety of formats, including essays, letters, research activities and guided

dialogues. Written and conversational goals will focus on increasingly complex topics and structures, including subjunctive mood.

#529 Spanish IV - College Prep	Full Year	1.0 Credit
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Prerequisite: Spanish III

This course will provide students of Spanish with an integrated approach to the study of language. The conversational component will enhance oral and aural strands as students converse regarding the various topics presented in the text. Students will be introduced to the world of Latin art as well as Hispanic literature. Previously learned grammatical skills will be reviewed and new ones obtained in order to enable the student to communicate, read, and write with greater precision. Students will view several films as well and will be guided through various research related projects.

#530 Spanish IV - Honors UCONN ECE Course # 3178	Full Year	1.0 Credit
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Prerequisite: Spanish III - see criteria for World Language honors courses

This course provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. Students who successfully complete ECE 3178 with a C or higher will receive three credits from the University of Connecticut.

#527 Spanish V – Advanced Placement UCONN ECE Course # 3179	Full Year	1.0 Credit
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Prerequisite: Completion of Spanish IV Honors

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

Independent Study	Full Year	1.0 Credit
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Departmental and Administrative Approval Required

Students who wish to pursue independent study in Spanish or Italian are asked to submit a proposal for approval by the principal, director of guidance, and World Language, department chair. A guide for writing the proposal is available in the guidance office. The proposal will describe the reason for the request as well as develop a plan of coursework and expectations related to syllabus, assessments, advisor, and other aspects of the study.

Oxford High School

Applied Technologies Department

Course Offerings

College Prep	
<u>Business & Finance Technology</u> Accounting I UB Accounting II (AP Weighting) Accounting III (Honors Weighting) Career Explorations Communicating with Text I Computer Applications Economics Introduction to Business Justice & Law I Justice & Law II Personal Financial Decisions Principles of Marketing Public Speaking Video Game Design UB Entrepreneurship (AP Weighting)	<u>Technology Education</u> Construction Systems Introduction to Drafting & Design Engineering Design I Introduction to Transportation Web Page Design
<u>Family & Consumer Sciences</u> Bake Shop I Bake Shop II Culinary Arts I Culinary Arts II Cultures and Cuisines Food for Fitness and Health Child Development and Family Dynamics The Preschooler Clothing and Fashion I Clothing and Fashion II ECE Individual & Family Development (AP Weighting)	
<u>PROJECT LEAD THE WAY</u> (Honors Weighting for all courses) Introduction to Engineering & Design Principles of Engineering TBD – either Computer Integrated Manufacturing or Digital Electronics	

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

Accounting

Accounting is a program that provides basic knowledge of business organization and accounting concepts and procedures to both college-bound and non-college-bound students interested in the fields of business, finance and accounting. The Accounting program at OHS is divided into four sequential semester courses:

- Accounting I (Formerly Proprietorship Accounting)
- Accounting II (Formerly Partnership Accounting)
- Accounting III (Formerly Corporate Accounting)

#716 Accounting I (9-12)	Semester	0.5 Credit
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Formerly Proprietorship Accounting

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). Students who struggle in math may use this course as a math credit with administrative approval.**

#735 UB Accounting II (11-12)	Semester	0.5 Credit
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Formerly Partnership Accounting, Accounting II

Prerequisite: Accounting I (Formerly Proprietorship Accounting) grade of 80 or better

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

UB Accounting is a rigorous college level course. Upon successful completion, students may earn credit from the University of Bridgeport. 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.

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

#718 Accounting III - Honors (11-12)	Semester	0.5 Credit
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Formerly Corporate Accounting

**** Honors Credit**

Prerequisite: Accounting I & UB Accounting (Formerly Proprietorship and Partnership Accounting)

Accounting III is a continuation of Accounting II. 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. This course carries honors weighting per the Grading, Weighting and Class Rank policy on pg. 14.

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

#743 Career Explorations (9-12)	Semester	0.5 Credit
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The profound business and economic changes now underway in the United States and other industrial countries are radically altering the world of work, greatly increasing the need to incorporate career exploration and development in the education of today's high school student. The Career Exploration course is designed to prepare our students for these changes and challenges. A major goal of this course is for students to examine their talents, aptitudes, and interests and begin to identify careers which would be suitable for them. Students will be required to prepare mock job interviews, resumes, cover letters, and follow-up letters.

#721 Communicating with Text I (9-12)	Semester	0.5 Credit
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The ability to process information utilizing the "touch system" of keyboard entry is an essential skill needed by all students bound for college or employment. Students gain mastery in the correct approach for keyboarding on computers. Students will also create, produce, and compose a variety of documents using Microsoft Word. This course stresses building an understanding of the differences between formal (letters, memos, reports) and informal (email, instant messaging, blogging, etc.) methods of text communication and builds practical skills in both.

**** NOT a graduation requirement for incoming freshmen or students that haven't take Text I.**

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

#702 Economics (10-12)	Semester	0.5 Credit
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Students in this Economics course are exposed to the basic principles of economics as they relate to the United States economy as well as global economic systems. Other topic areas include: macro and micro economics, taxation, money, and banking.

Note: This course may be counted as a Social Studies elective **after** the student has successfully completed the OHS Social Studies graduation requirements.

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

of well-trained management, and be better prepared to be successful participants in the business world.

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

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

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

#728 Personal Financial Decisions (11-12)	Semester	0.5 Credit
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This one-semester course covers such topics as: checking accounts; payroll deductions; income taxes; purchasing and maintaining a car; life, health and homeowner’s insurance; credit and credit cards; savings and investments; and inflation and recession, which the students would be encountering in their daily lives at the present time or in the near future.

**** This is a graduation requirement for students that haven’t take Text I and for all incoming freshman.**

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

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

#782 Video Game Design (9-12)	Semester	0.5 Credit
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This course is an introduction to the theory and practice of video game design and programming. In this course, students will gain an understanding of the basics in designing a video game, common types of commands, and gaming code using Game Maker, and other software programs. Students will also be exposed to real world business situations in which they must create a video game suited for their customer’s needs, plan long term goals using storyboards, and resolve problems to ensure customers’ overall satisfaction.

#736 UB Entrepreneurship (11-12)**Semester****0.5 Credit**

This course will begin by addressing the concept of entrepreneurship and the development process of a new venture. The course will then address the fundamentals such as financing the new venture, competitive positioning, branding and imaging, marketing, business management, etc. The class will teach how to pitch the new venture for our business EXPO or to capital providers. At the EXPO students will showcase their viable business idea complete with a pitch, website, marketing materials, commercial, etc. This course carries AP weighting per the Grading, Weighting and Class Rank policy on pg. 14.

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

FAMILY & CONSUMER SCIENCES**#821 Bake Shop I (10-12)****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. Baking will also introduce unusual and creative ways of shaping, decorating and serving food, as well as familiar basic skills used in a busy family setting. Students will be responsible for cleaning their own baking tools and equipment. Community service is also an integral part of the Bake Shop class. On a monthly basis we will prepare lunch for the Spooner House and also take part in after school community service activities, on a volunteer basis.

#822 Bake Shop II (10-12)**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 crême brulee, yeast breads, and advanced methods and procedures required for commercial baking. Students will be responsible for cleaning their own baking tools and equipment. Community service is also an integral part of the bake shop class. On a monthly basis we will prepare lunch for Spooner House and also take part in volunteering at after school community service activities.

#813 Culinary Arts I (9-12)**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. Students will be expected to take part in community service activities during class. We also offer after school community service activities on a volunteer basis.

#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 prepare a menu and execute a monthly meal for the faculty as well. Students will also enjoy demonstrations from visiting chefs and field trips. A food showcase, prepared by the students at the end of the semester will highlight what they have learned. Students will be responsible for the sanitation of the Culinary Arts lab and will be expected to participate in community service activities.

#823 Cultures and Cuisines (9-12)**Semester****0.5 Credit****Prerequisite: Culinary Arts I**

This course allows students to study global food patterns from a cultural point of view and explore various spices, flavors, and holidays of selected U.S. regions and world countries. Students will examine food and food customs of other cultures in relation to their own and apply various food preparation techniques. Food practices and habits of various regions and countries will be compared and contrasted. Students are responsible for the sanitation of cooking tools and equipment utilized during the cooking process. Community service will also be integrated into classroom food preparation.

#812 Food for Fitness and Health (9-12)**Semester****0.5 Credit****Prerequisite: Culinary Arts I**

The course will help students understand the connections between what we eat and how it impacts our health and the way we live. Areas of study will include basic nutrition, the scientific evaluation of food and the energy it provides, the digestive system, weight control and management, metabolism, diets for various populations, and the impacts and health implications of supplements and other dietary choices.

#850 Child Development and Family Dynamics (9-12)**Semester****0.5 Credit**

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

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

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

#842 Clothing and Fashion I (9-12)	Semester	0.5 Credit
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Formerly: The World of Clothing and Fashion

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

#843 Clothing and Fashion II (9-12)	Semester	0.5 Credit
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Formerly The Advanced World of Clothing and Fashion

Prerequisite: 80% or higher in Clothing and Fashion I and/or teacher recommendation.

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

#853 Individual and Family Development (11-12) UCONN ECE Course # 1070	Full Year	1.0 Credit
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Prerequisite: GPA of 90% or higher and recommendation of school counselor and instructor approval as well as an interest in the fields of Education, Allied Health or Family Studies.

Recommended: Child Development and Preschooler

This course is designed to offer students the opportunity to earn college credit in high school as well as an introduction to the field of Human Development and Family Studies. It is designed to prepare students for 21st century careers in Education, Nursing, and Family Studies. The course will provide students with an understanding of individual and family development over the life span. Particular focus will be on the developing individual within the context of the family system and the changes that occur in family systems over time. This course will be taken for Oxford High credit in conjunction with three college credits and an official UCONN transcript. In addition, a 40 hour internship component must be fulfilled. Students must secure their own internship sites and provide their own transportation. This course carries AP weighting per the Grading, Weighting and Class Rank policy on pg. 14.

TECHNOLOGY EDUCATION

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

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

utilize these technical drawings to create projects and models. Students will also become aware of the design field and what it has to offer.

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

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

#732 Introduction to Transportation (9-12)	Semester	0.5 Credit
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Introduction to Transportation will focus on the study of how we move people, goods, and materials. Students will design and build models of terrestrial (land), marine (water), atmospheric (air), and aerospace (space) transportation vehicles. These models include gliders, roller coasters, wind and solar powered boats, mousetrap vehicles, impact cars, and tethered vehicles. Human, economic and environmental impacts including alternative fuel sources will be studied.

#771 Web Page Design (9-12)	Semester	0.5 Credit
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This course is designed for those who are interested in all aspects of web page development, hosting, and design. This course focuses on creating web pages using HTML code as well as HTML code generators. Technical aspects of client-server architecture will be discussed, along with standards and recommendations of the creation and distribution of information. The course also covers issues related to usability and accessibility, navigation, site structure, and information architecture. By the end of the course, students should be confident users of HTML and be able to design and create their own page or a page for others.

PROJECT LEAD THE WAY

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

Schools offer a minimum of three courses by the end of the third year of implementation: Introduction to Engineering Design, Principles of Engineering, and any specialization course or the capstone course.

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

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Prerequisite: Introduction to Engineering & Design

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.

**Prerequisite: Introduction to Engineering & Design & Principles of Engineering
Course TBD based on district budget outcome and available funding.**

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.

Digital Electronics - Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.

**Oxford High School
Fine and Performing Arts Department
Course Offerings**

College Prep

Visual Art

Foundations of Art I
Foundations of Art II
Drawing I
Painting I
Painting II
Ceramic Sculpture
World Crafts
Digital Photography I
Digital Photography II
Yearbook
Graphic Design I
Set Design & Construction
AP Studio Art

Performing Arts

Bel Canto Treble Choir – Honors
Concert Band
Concert Choir
Music Theory I
American Pop History
Guitar Ensemble
Music Technology
Music Theory II/ Composition
**Oxford Glee Club
Percussion Lab
Music Appreciation

****Not offered in 2018-19**

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 I (9-12)	Semester	0.5 Credit
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This course introduces students to the elements and principles of design while focusing on two-dimensional design applications. This course is the foundation to all other courses.

#615	Foundations of Art II (9-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

This course is designed to build on concepts and processes learned in Foundations of Art I. This course introduces students to the elements and principles of design while focusing on three-dimensional design applications. This course is the companion course to Foundations of Art and focuses on sculptural applications and techniques. Both Foundations of Art I and II are required courses for students planning a major/minor sequence in Art at the collegiate level.

#621	Digital Photography I (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

Foundations of Art I and Art II – Class of 2022 and beyond

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 lighting, color, texture, and composition. 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. Cameras are available for a rental fee.

#627	Digital Photography II (10-12)	Semester	0.5 Credit
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Prerequisite: Digital Photography I

This course is a continuation of programming and content from Digital Photography I. Students will further refine and extend the skills of photographic seeing and fine printmaking. Students will begin to explore and develop a personal body of work suitable for a portfolio art school submission. Additionally, the class will collaboratively work to refine technique and deal with technical issues as they arise.

#613	Drawing I (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

Foundations of Art I and Art II – Class of 2022 and beyond

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. Students will work from real life subject matter and reference materials. A variety of materials will be used, such as graphite and colored pencil. Art history will be presented as it relates to the materials and techniques taught.

#628 Painting I (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

Foundations of Art I and Art II – Class of 2022 and beyond

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.

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

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

#617 Ceramic Sculpture (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I and Art II

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.

#635 World Crafts (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

Foundations of Art I and Art II – Class of 2022 and beyond

This course is an introduction to the fundamentals of three-dimensional designs through the creation of well-crafted items in fabrics and fibers, and clay and metals from all over the world. The curriculum includes historical perspectives from many different cultures and artistic styles. The elements and principles of design will be incorporated into the artistic process.

#671 Set Design and Construction (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

Foundations of Art I and Art II – Class of 2022 and beyond

Set Design is a course designed to provide students with a basic understanding of the aesthetics and practical application of a production. This would include the study of all visual aesthetics, the physical theater, scenic design, scenery construction, and painting. Students must put in time beyond class for at least two of the intended school productions.

#625 Yearbook (11-12)	Semester	0.5 Credit
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Prerequisite: Digital Photo I

Foundations of Art I, Art II, Digital Photo I – Class of 2022 and beyond

In yearbook, students will explore advanced writing, design, editing, and publishing techniques. Students select an individual focus on any section of the yearbook and discover creative ways to edit and use graphics. They learn how to manipulate data and images to create an innovative layout using advanced publishing software.

#636 Graphic Design I (10-12)	Semester	0.5 Credit
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Prerequisite: Foundations of Art I

Foundations of Art I and Art II – Class of 2022 and beyond

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 including Illustrator, Photoshop, and InDesign.

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

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.

MUSIC

Concert Band (9-12)	Semester	0.5 Credit
#655 Fall Semester		
#656 Spring Semester		

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.

Concert Choir (9-12)
#658 Fall Semester
#663 Spring Semester

Semester

0.5 Credit

The Concert Choir is the premier vocal ensemble representing Oxford High School. The course places a major emphasis on vocal development, music comprehension, and the continued study of a wide variety of musical styles. Students will perform concerts at Oxford High School, local and regional festivals, and community performances within Oxford and beyond. Students will be encouraged to audition for the Oxford High School musical and the CMEA (Connecticut Music Educators Association) regional festivals.

#677 Guitar Ensemble

Semester

0.5 Credit

Guitar Ensemble is a performance based course open to players at all levels. The course is taught in a rehearsal format with emphasis on performing as a group and attaining a deeper understanding of the elements of music (style, harmony, dynamics and expression)

#646 American Pop Music

Semester

0.5 Credit

No musical experience is necessary for this class. American Pop Music traces the origins, development, and fascinating history of America's music. Students will analyze music from all of the great periods from Early Jazz to Rock and Roll to Contemporary music 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 Century, the story of two world wars, a devastating depression, and beyond. This class will also study American music as the soundtrack that helped Americans survive through the worst of times and the best of times. Students will listen to, discuss, and journal about legendary jazz and rock musicians.

#666 Music Theory I

Semester

0.5 Credit

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.

#667 Music Theory II/Composition

Semester

0.5 Credit

Prerequisite: Music Theory I

This course is a continuation of learning how music is created and put together. It provides an in-depth study of how the basic elements of melody, harmony, rhythm, form, tone, color, and texture are integrated in musical composition. This course provides a two-pronged approach to understanding composition that combines conventional theory and instrumentals with the use of digital technology. Students will work on computer/keyboard music stations during class and outside of class to complete original compositions. General musicianship and listening are also an integral part of this class.

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

#680 Music Appreciation	Semester	0.5 Credit
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The goal of this course is to equip students with the ability to experience a richer and more comprehensive music listening experience. Students are taught ways to talk about what they are listening to and how to answer the question, "What is music trying to express?" This course provides an opportunity to discover great music from the last 500 years; everything from Beethoven to the Beastie Boys and Palestrina to Pink Floyd.

#681 Percussion Lab	Semester	0.5 Credit
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Percussion Lab is a beginner's study of percussion instruments. Students will learn the history, musical language, and background of various pitched and non-pitched percussion instruments. Course requirements will include at least one public ensemble performance as well as several in-class solo performances. Students will gain a basic understanding of music notation.

#682 Bel Canto Choir - Honors	Full Year	1.0 Credit
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Prerequisite: Audition required

Treble Choir is an intermediate-advanced choral ensemble specifically designed for soprano and alto voices. This course places strong emphasis on music performance and music literacy as well as understanding of vocal technique, music theory, and human anatomy & physiology pertaining to breathing and the vocal mechanism. Students are required to attend all performances, festivals, and state and local community events scheduled by the director. In addition, students are required to attend any additional rehearsal and sectionals should an occasion necessitate.

**Oxford Glee Club	Full Year	1.0 Credit
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****Not available in 2018-19**

The Oxford Glee Club is a choral ensemble specifically designed for tenor, baritone, and bass voices. This course places emphasis on music performance, musician's etiquette, music literacy, and vocal pedagogy for the developing tenor-bass voice. Students are required to attend all performances, festivals, and state & local community events scheduled by the director. In addition, students are strongly recommended to attend any additional rehearsals and sectionals should an occasion necessitate.

Oxford High School Wellness Department Course Offerings

College Prep
*Exercise Science/Personal Wellness Lifetime Fitness and Wellness Unified Sports
*Course not available 2017-18

WELLNESS

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

Required Courses – Freshman/Sophomore Year

#924	Exercise Science/Personal Wellness (9/10)	Full Year	1.0 Credit
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***Not Available 2017-18*

This course provides high school students with the opportunity to discuss topics that significantly impact students at this time of life. These subjects include healthy decision making, stress management, basic nutrition, eating disorders/fad diets, the endocrine system, male and female reproductive systems, and STIs/HIV and AIDS. Additionally, students will learn and apply basic fitness and training principles. These areas include personal awareness, goal setting, training program design and motivation, and lifetime fitness choices. Upon successful completion of Exercise Science/Personal Wellness, students will value physical activity and its contributions to a healthy lifestyle. Students will appreciate the relationships with others that result from participation in physical activity. Students will learn the knowledge and skills to select and participate in physical activity safely, competently, and with personal satisfaction.

#923	Lifetime Fitness and Wellness (9/10)	Full Year	1.0 Credit
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This course provides high school students with the opportunity to discuss topics that significantly impact students at this time of life. These topics include body composition and weight management, personality, self-esteem, bullying, building healthy peer relationships, mental health, methods of contraception and abstinence, and alcohol and other drugs. Additionally, students will learn and apply basic fitness and training principles. These areas include personal awareness, goal setting, training, program design, and motivation and lifetime fitness choices. Upon successful completion of Lifetime Fitness and Wellness, students will develop health-related fitness, physical competence, cognitive understanding, and a positive attitude about physical activity. Students will respect the role that regular physical activity plays in their pursuit of lifelong health and a physically active lifestyle.

Elective Course

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

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.

The course will also cover the following school health related topics: human growth and development, nutrition, first aid, disease prevention, community and consumer health, physical, mental and emotional health, including youth suicide prevention and substance abuse prevention.

This course can be taken both semesters for a total of 1.0 credit.

Unified Sports is a program that combines approximately equal numbers of individuals with (athletes) and without (partners) disabilities on the same sports teams for training and competition.

SENIOR CAPSTONE PROJECT

The purpose of the Senior Project is to provide every student with the opportunity to demonstrate in the spring of his/her senior year, through a personalized project of his/her own design, that he/she has mastered to the Board's satisfaction, the identified Academic, Civic and Social expectations required for graduation.

Senior Capstone Project

Full Year

Graduation Requirement

Oxford High Senior Capstone Program is a requirement for all seniors. The default option available to all seniors is to conduct a Senior Independent Project. Additional options, including internships and college courses, are available to qualified seniors who meet the program's criteria. Each option provides students with opportunities to hone their research and analytical skills and/or explore a career interest prior to beginning college or other post-secondary pursuits. Please see details below.

Capstone Project: field work on your own time, mentor collaboration, reflection writing

Capstone Internship: during school, from mid-May-June, at a host site, 30 hrs./week

College course: 3-credit class at accredited institution, spring semester

Each option requires unique planning and qualifications. A complete description of the Senior Capstone Project and the process that accompanies it can be found online at <http://www.oxfordhighschool.org> under the heading of **Capstone Project**.

ADVISORY TEACHER

Each senior is assigned an Advisory teacher who will serve as an in-school mentor for students as they perform Capstone. The Advisory teacher is each student's primary contact with the Capstone program and he/she approves aspects of the project and helps the student to understand requirements, make good choices, and meet deadlines.

WEBSITE

A specialized website helps manage the expanded options we are offering. Each student has unique login credentials and must utilize the software in order to complete Capstone. The software helps students accomplish necessary tasks such as send messages to their Advisory teacher, track deadlines, and submit their proposals and journal entries. Students are instructed in the use of software at various times throughout the year.

CAPSTONE FAIR

Regardless of which Capstone is chosen, there is a required end of year presentation for all seniors, a Capstone Fair. Presentations are held on the afternoon of the last day of senior final exams. The format for the presentations be similar to a science fair. Parents and community members are invited to attend and students must be prepared to answer questions about their projects. The Capstone Fair is the final assessed portion of Capstone and the final step in completing the requirement. Therefore, it is mandatory. Please start thinking and talking at home about your senior year opportunities. As many districts in Connecticut can attest, these expanded options provide students with even more hands-on, independent experience that will better prepare them for life after high school. We look forward to learning what you make of these exciting opportunities!

If you have questions, or need help making a decision about which program is best for you, please begin with your Advisory teacher.