



Oxford High School
Oxford, CT

Oxford High School

2007-2008
Course of Study Manual

Version 9 – 1/31/07



Welcome from the Principal

January 30, 2007

Dear Students and Parents of Oxford,

It is with great pride and excitement that I present to you the first Course of Study guide for the new Oxford High School. The course offerings and policies that you will find here represent the start of what will become the flagship school of the Oxford community and is, in many ways, the culmination of years of efforts by hundreds of people who labored to bring this project to fruition.

We hope that you will find the plans for next year and beyond as interesting and challenging as we believe they are. Every course and every offering are designed to support the Oxford High School Mission which is:

Oxford High School is a collaborative learning community dedicated to the personal, academic and career success of every student. Working in partnership with parents, citizens, businesses, and civic organizations, we ensure the development of each individual's talents, skills, and character so that all of our graduates are prepared to be independent and successful members of our society.

If you have questions regarding any aspect of the Course of Study, please feel to contact me or any other member of the high school staff. Our contact information, as well as answers to over 30 frequently asked questions can be found on our new high school web-page:

<http://www.oxfordhighschool.org>

As the building project nears completion and course registration approaches, we are looking forward to starting our journey with all of the sons and daughters of Oxford. Together, we will build a tradition of excellence and success that every citizen can be proud of. We can't wait to get started.

Sincerely yours,

Frank Samuelson, Principal

TABLE OF CONTENTS

Statements and Disclosures.....	4
Mission, Goals, and Graduation Requirements.....	5
General Program Information from A-Z.....	8
Applied Education Learning Team Courses.....	13
Economics and Business Courses.....	13
Family and Consumer Science Courses.....	15
Technology Education Courses.....	17
Fine and Performing Arts Learning Team Courses.....	19
Visual Arts Courses.....	19
Music and Theatre Arts Courses.....	20
Health and Physical Education Learning Team Courses.....	22
History and Social Studies Learning Team Courses.....	24
Language Arts Learning Team Courses.....	26
Mathematics Learning Team Courses.....	28
Science Learning Team Courses.....	31
World Languages and Cultures Team Courses.....	33
Senior Project Description.....	35
International Baccalaureate Program Description.....	36

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 1 Great Hill Road in Oxford, Connecticut 06478 or by phone at (203) 888-7754.

Academic Eligibility for Athletics

*According to the Connecticut Interscholastic Athletic Conference:

A. To be eligible for fall sports a student must have received credit toward graduation at the close of the school year preceding the contest in at least four (4) Carnegie Units of work or its equivalent for which he or she has not previously received credit. "Equivalent" is any number of courses which are equal to one Carnegie Unit. Credit must be earned during the same academic year.

Through the PPT process or Section 504 meeting, the principal will make a determination on what constitutes an identified student's equivalent of four (4) Carnegie Units of credit for athletic purposes. To this end, the principal shall rely on the student's most recent IEP or Section 504 Plan to make the determination. A student enrolling in ninth grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, a student in grades 9-12 must meet the requirements found in Rule I.B.

B. A student cannot at any time represent a school unless taking at least four quarter Carnegie Units of work or its equivalent. During the school year a student must have received a passing mark in at least four (4) quarter Carnegie Units 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 Carnegie Unit or equivalent for which the student has already received credit shall be included in those required by this rule.

C. If computer, arena, or hand scheduling assigns an athlete less than four quarter Carnegie Units or equivalent of work in a marking period, that student is ineligible unless additional courses needed are added to the schedule.

**Sections A, B & C are taken from the CIAC webpage – the full text can be found at <http://www.casciac.org/pdfs/eligrules070106.pdf>*

MISSION, GOALS, AND GRADUATION REQUIREMENTS

This Course of Study Manual is designed to give students and parents an overview of the curriculum and instructional offerings of the new Oxford High School. The Oxford High School Course of Study is designed to ensure 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.

Mission and Goals:

Oxford High School is a collaborative learning community dedicated to the personal, academic and career success of every student. Working in partnership with parents, citizens, businesses, and civic organizations, we ensure the development of each individual's talents, skills, and character so that all of our graduates are prepared to be independent and successful members of our society.

To achieve this mission, Oxford High School's learning experiences are designed to guarantee that every student achieves the following expectations;

Academic:

- **Think critically and inquisitively -**
 - Sustain processes of reflective inquiry and problem solving
 - Listen, view and read with 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 foundational 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 foundational 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 **PLUS** 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 Science: Three credits in history/social science including one full credit in American History and one half credit in Civics.

4. Applied Education: One credit in the Applied Education survey course or one-half credit in a course from the Business and Economics curriculum and one-half credit from either Family and Consumer Science or Technology Education.

5. Health and Physical Education: Three credits in health and physical education, one full credit of which must be taken as part of a regularly scheduled class from the Health and Physical Education Curriculum. Participation in two seasons of recognized interscholastic sports during the course of one academic year is equal to one half credit of physical education, so a student may earn the final two credits by participating in the equivalent of eight seasons of interscholastic sports. There are no quarter credits, so an athlete who participates in just one season of interscholastic sports during an academic year is not eligible for any physical education credits. Any entering junior who has less than two credits in Health and Physical Education or entering senior who has less than three credits must

be enrolled in a regularly scheduled Health and/or Physical Education course to ensure that he/she will meet the minimum requirements in this credit area.

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

7. Technology: One credit or demonstrated proficiency in one area of competency in technology education or technology.

8. Electives: Three credits in an elective area of concentration or interest (which may include world languages).

9. Senior Project: One credit for a cumulative senior project designed to demonstrate mastery of community expectations for learning.

GENERAL INFORMATION FROM A-Z

Academic, Honors, and AP/IB: Courses at Oxford High School are offered at three levels of difficulty and expectations. Courses listed as Academic are meant for students who favor a more generalized content and skill preparation. Students who take academic courses may be planning on attending college, immediate post-high school employment, the armed forces, or some other choice.

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 home-work 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 **Course of Study** entitled, **Grading, Weighting and Class Rank**) which is figured when deciding a student's class rank at the end of the year.

Courses in the International Baccalaureate (IB) and Advanced Placement (AP) programs are extremely rigorous and have separate, year-end assessments that are associated with them. AP/IB 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. For more information, students and parents can visit the IB website at: <http://www.ibo.org/> or the AP website at <http://apcentral.collegeboard.com/apc/Controller.jpf>. There is a fee for these tests 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/IB courses have a weighted average of 1.2 (see the section of the **Course of Study** entitled, **Grading, Weighting and Class Rank**) which is figured when deciding a student's class rank at the end of the year. While entrance into AP/IB 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.

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

Academic Load: Students are expected to take and pass a minimum of 6 full credits per year. Successfully doing this for four years will give students the 24 credits they need for graduation. A student entering Oxford High School with pre-existing credits may take fewer courses and still amass the credits needed to graduate, however, all students in the freshman and sophomore years are expected to be enrolled in six courses. Juniors and seniors will have more credit carrying flexibility depending on their learning program and goals. Based on this, the following guidelines should be adhered to:

Minimum Course Load Required: 4 courses per semester - *not recommended* - this is the minimum number of courses that must be passed to earn eligibility for athletics and is the lowest expectation. Taking and passing only 4 or 5 courses in a semester will lead to a graduation credit deficit (24 needed to graduate) and means that course credits will have to be earned elsewhere for a student to have enough credits to graduate.

Recommended Course Load for Most Students: 6 classes per semester. This is the *recommended* load putting students on a graduation pathway and leaving them with one free period on most scheduled days.

Maximum Course Load Possible: 7 classes per semester. This is an *extremely challenging workload* and should only be undertaken with caution and support from parents, guidance counselors, and high school administration. Students carrying 7 classes must be extremely organized and prepared to do all homework outside of the school day as there will be no free periods within the school day.

Attendance Policy: Consistent with the philosophy of the Board of Education, the staff at Oxford High School believes that it is critical for students to be in school. So much of what students learn occurs as a result of interactions with peers and teachers that to miss that dimension of one's education is detrimental to the learning experience. As such, if a student experiences more than 10 unexcused absences from school during any one semester, he/she will be endangered of losing the credit for the enrolled classes. Students with 10 or more absences in any one semester will be required to attend a truancy hearing in which this credit decision will be made by the administration. Regardless of the reason, students are responsible for missed work during their absence. Teachers may not give credit for work that is not completed nor will they accept absence from school as an excuse for not completing assigned work.

Currently Offered and In-Development Descriptions: In each learning area, students reading this Course of Study will find a list of courses with descriptions and associated course numbers. These course numbers will be used in the spring as part of the course registration process. Courses with attached numbers are the courses that are going to actually be offered in the 2007-2008 school year. While all courses are subject to change or cancellation based on staffing and enrollment, parents and students should consider these courses available for selection. Additionally, there is a category of courses called "Under Development." Courses listed in these segments do not have numbers or descriptions as of yet, but they are listed so that students can see what is planned for offerings in their junior and senior years. These courses are **NOT AVAILABLE FOR ENROLLMENT** at this time.

Electives: In the first year of Oxford High School, true electives will not be widely available. With only freshman and sophomores present in the first year of programming, the vast majority of Oxford High School courses and faculty will be dedicated to helping build the foundational credits that students need prior to their upper class years. As the Oxford High School program grows and students move into their junior and senior years, more specialized elective courses will be available.

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/IB 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.

At the end of each year, Oxford High School will report to students and parents their position in the overall class ranking by identifying which decile they are in as a result of this process (decile reporting means that students will be placed in the "Top 10%, Top 20%, Top 30%, etc.) and also which decile

they are in if no weights were to be given to course averages. This process is used to provide all students with two ways of seeing their class rank without creating a situation where students are forced to compete with specific individuals for a spot in the class order.

By providing an adjusted rank that shows the impact of the weighting process and an unadjusted rank based on the un-weighted averages allows students and their families the opportunity to understand the impact of taking the most challenging classes. Both rankings are provided to outside agencies when reporting on the position of a student for placement purposes. Decile reporting is a common practice and all colleges and universities accept this as an informative reflection of a student’s position in their class. The only exception to this rule will be the top 5 weighted averages in each class will be privately informed of their position so that considerations regarding graduation Valedictorian and Salutatorian may be taken into account by the impacted students and their families.

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 courses basic expectations. 79-70 = C; this indicates average work and the successful attainment of the courses 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 decided, the Oxford High School Honor Roll will be announced. Students with weighted academic averages between 85 and 93.99 with no grade below 80 will be considered on the Honor Roll. Students with a weighted average of 94 and above with no grade below 80 will be considered on the High Honor Roll.

Independent Study or Personal Learning Plans: At the end of his/her sophomore year, a student may create a Personal Learning Plan that personalizes credit distributions in a manner that meets minimum requirements and aligns planned courses and projects with that individual's personal learning needs. Personal Learning Plans are approved on a student-by-student basis by the principal and guidance department based on individual circumstances.

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. Student's 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.

Learning Teams: Oxford High School is organized into Learning Teams. Each learning team has a content focus which makes it similar to a "department" at other high schools (like Social Studies, Math or Science). The difference here is that our Learning Teams are expected to work together to help children succeed, often collaborating on projects, plans and other aspects of a student's time at Oxford High School.

Mentor Home Rooms: One other unique feature of Oxford High School is that every student is assigned a Mentor Home Room upon entering our program. This is more than a traditional home room. The teacher in a student's Mentor Home Room is that student's faculty advocate for their entire time at our school. The Mentor 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 Senior Project is successfully planned and implemented.

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 or, for repeated offenses, loss of credit for the course itself.

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 (for example, Algebraic Reasoning One is a prerequisite for Algebraic Reasoning Two).

In most cases, recommended prerequisites must be followed. However, because individual backgrounds are unique, if a student can demonstrate they have sufficient background in a specific area, he/she may be able to select a course for which a prerequisite has not been taken. Evidence that is acceptable for demonstration of this promotion may include a transcript of an equivalent

course, a test score, a portfolio, or teacher recommendation. All decisions regarding the granting of a prerequisite waiver are the sole discretion of the school administration and those decisions are final. Students in this situation should discuss it with their counselor, teacher and parents to receive permission before they select any course that is in this category.

Registration: It is anticipated that students will be able to register for classes for the 2007-2008 school year at Oxford High School in February of 2007. More information on this process will be available early in 2007.

APPLIED TECHNOLOGIES

The purpose of the Applied Technologies Learning Team is to provide students with the foundational/practical skills and attributes needed for successful, productive, and independent lives.

ECONOMICS AND BUSINESS

#	Communicating with Text I (9-12)	One Semester	.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.

#	Communicating with Text II (9-12)	One Semester	.5 Credit
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This course is designed to refine text input skills and to further expand the student's knowledge of Microsoft Office. Students will be exposed to advanced features found in tables and columns; styles, templates, and AutoText; merging and sorting; graphing and special effects. Students will have an intensive review of reports using the Modern Language Association (MLA) style of report writing. Exposure to a variety of business documents and desktop publishing will complete this course.

#	Introduction to Business (9-12)	One Semester	.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. 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 be 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.

#	Career Exploration (9-12)	One Semester	.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 exposed to various guest speakers in order to become aware of the many different careers and opportunities available to them. Students will be required to prepare to do mock job interviews, prepare resumes, cover letters and follow-up letters.

#	Global Economic Systems (9-12)	One Semester	.5 Credit
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The world economy has undergone a transformation over the last decade. Global trade and the ten “flattening” agents described in Tom Friedman’s book *The World is Flat* are remaking the economic landscape. Workers now compete for positions that add value on a global scale. This course will introduce students to these phenomenon and engage them in an exploration of what the future might hold and what workers must be able to do to stay competitive in this kind of work environment.

#	Entrepreneurship and E-Commerce (9-12)	One Semester	.5 Credit
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The Entrepreneurship & E-Commerce course is designed to introduce students to the world of E-Commerce and develop student academic, creative thinking and problem solving skills through the completion of a comprehensive E-Commerce business project. Students and teacher will utilize the leading Open Source e-commerce solution to setup, develop and maintain a fully functioning on-line store. As part of their coursework, students and teacher will participate in on-line technical seminars and virtual conferences facilitated by content experts, high school teachers and technology professionals.

#	Advanced Information Systems (9-12)	One Semester	.5 Credit
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Computer applications are an integral part of everyday life. The most common of these – spreadsheet, presentation software, and word processing – are presented through business-oriented, problem-solving activities. Microsoft Office will be used in a computer laboratory to provide experiences common to many environments – on-the job, in school, and at home.

#	Accounting I (10-12)	Full Year	1.0 Credit
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Accounting I teaches students the fundamental accounting principles of a proprietorship, partnership, and corporation. This course helps prepare students for entry level accounting or banking positions as well as future high school or college accounting courses. Personal use areas such as banking and credit are also covered as well as introducing students to accounting cycles. Computer applications are introduced and students learn how these applications are applied in work and home settings.

Courses Under Development:

#	Personal Financial Decisions (11-12)	One Semester	.5 Credit
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#	Accounting II (11-12)	One Semester	.5 Credit
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#	Business Law (11-12)	One Semester	.5 Credit
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#	Economics (11-12)	One Semester	1.0 Credit
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#	AP Economics (11-12)	Full Year	1.0 Credit
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#	Independent Study (12E)	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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FAMILY & CONSUMER SCIENCE

#	Bake Shop I (9-12)	One Semester	.5 Credit
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Bake Shop is designed as an introduction to baking. Instruction in safety, sanitation and personal hygiene as it relates to baking production will be emphasized. Laboratory work will provide the opportunity for students to become familiar with kitchen tools, equipment including a balance beam scale, terminology and safety and sanitation procedures. Time management skills will be emphasized. Students will be able to explore various types of baked goods and will try a variety of recipes. Management and leadership roles will also be experienced. Emphasis is on the production of quality baked goods and the economic principles in the baking industry.

#	Bake Shop II (10-12)	One Semester	.5 Credit
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Students will review safety, sanitation and personal hygiene concepts as well as measuring techniques. Laboratory time will be increased to include a variety of baked goods focusing on advanced methods and procedures required for commercial baking. Yeast dough will be featured as well as cake decorating skills.

#	Culinary Arts I (9-12)	One Semester	.5 Credit
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Students will learn the principles of food preparation and will apply them in real life circumstances. Learning experiences will include demonstrations, visiting experts, and a wide range of culinary challenges. Menu planning, shopping, food safety and preparation, and actual preparation of planned meals will be the main focus of this course.

#	Culinary Arts II (10-12)	One Semester	.5 Credit
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Building on the basic skills learned in Culinary Arts I, students in this course will focus their efforts on the service and food preparation business. Working with local chefs and other culinary experts, Application students will create a menu and prepare meals for faculty, parents, and other students through the Oxford Café, a real working restaurant located within Oxford High School.

#	Food for Fitness and Health (9-12)	One Semester	.5 Credit
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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.

#	Cultures and Cuisines (9-12)	One Semester	.5 Credit
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This course allows more time for individual work by students in the development and preparation of regional and foreign recipes. Through the medium of food preparation, students will develop an understanding of relationships between people of various regions of the world. Students will study the interaction that tradition, culture, climate, and geography have on food choices of various countries of the world and regions of the United States. Laboratory work will provide the opportunity for students to become familiar with kitchen tools, equipment, terminology, and safety and sanitation procedures. Time management skills will be emphasized.

#	Child Development & Family Dynamics (9-12)	One Semester	.5 Credit
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This course is an interdisciplinary course that provides an overview of the basic processes of child development and family studies. The purpose of these experiences is to provide knowledge that is useful for the health and well-being of individuals and families. Students will understand the impact of choices made throughout the childhood development process and the various opportunities for help and support throughout our society.

#	EMT Certification (10-12) Parent Permission Only	One Semester	.5 Credit
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Emergency procedures are taught as prescribed for the EMT-1 state certification and includes basic life support and pre-hospital care under emergency conditions. Training consists of classroom instruction, skill demonstration, ambulance ride along and supervised clinical experience in an emergency room. Only students successfully completing CPR certification in the first eight (8) hours of class will be permitted to continue EMT training. A minimum of 85% attendance for all class sessions must be maintained for certification eligibility. After successful completion of training, students are eligible to test for EMT - certification through Connecticut licensure processes. A student must be 16 years of age to be earn their certification.

Courses Under Development:

#	Culinary Arts III (11-12)	One Semester	.5 Credit
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#	Individual and Family Development (11-12)	One Semester	.5 Credit
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#	Clothing and Fashion Merchandising (11-12)	One Semester	.5 Credit
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#	Interior Design (11-12)	One Semester	.5 Credit
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#	Independent Study (12E)	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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TECHNOLOGY EDUCATION

#	Introduction to Drafting and Design (9-12)	One Semester	.5 Credit
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This course uses a digital learning environment to help students understand the study of architectural styles and methods of construction. Students will use technology to explore the basic foundational concepts of architectural drawing and then apply those understandings to creating working sets of plans for future projects. Discussions and practice projects will deal include critical concepts like building codes, the roles of the architect and builder, materials and methods, aesthetics, and budgets.

#	Architectural Design (9-12)	One Semester	.5 Credit
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This course is designed for students who have completed (and enjoyed) Intro to Drafting and Design. The purpose of this course is to draft a complete set of house plans with a parallel research paper which details the rationale behind all of the considered major design elements.

#	Introduction to Transportation (9-12)	One Semester	.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), and atmospheric/aerospace transportation vehicles. These models include Dart 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 in regard to transportation.

#	Advanced Transportation (9-12)	One Semester	.5 Credit
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This course builds on and extends the learning that students begin in Introduction to Transportation. Students will refine, design and build models of terrestrial (land), marine (water), and atmospheric/aerospace transportation vehicles. These models include Dart 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 in regard to transportation.

#	Construction Systems (9-12)	One Semester	.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 destructively test them in order to determine their strength. Also, students will build wooden models of residential 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 in regard to construction.

#	Advanced Construction Systems (9-12)	One Semester	.5 Credit
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This course builds on and extends the learning that students begin in Construction Systems. This course will allow students to extend their understanding of standard construction practices for wood framed homes. Human, economic and environmental impacts will also be studied in regard to construction.

#	Engineering Design I (9-12)	One Semester	.5 Credit
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This is a foundational understanding course that is strongly recommended for every student that is considering other technology education courses or those considering a career in engineering, architecture, or related trade. Students will learn and practice basic drafting skills and will explore single view drawings, orthographic projections, isometric drawings, dimensioning and solid modeling.

#	Engineering Design II (9-12)	One Semester	.5 Credit
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This course builds on the foundations begun in Engineering Design I. Students will deepen their learning and practice refining their drafting skills while exploring single view drawings, orthographic projections, isometric drawings, dimensioning and solid modeling.

#	Web Page Design (9-12)	One Semester	.5 Credit
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This course is designed for those who are interested in all aspects of web page development and hosting. It provides a broad exploration of the questions and issues surrounding technical choice: from the performance of the client-server architecture of the World Wide Web, to the various technical standards and recommendations for 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, you should be a confident user of HTML and be able to design and create your own page or a page for others.

#	Computer Construction and Repair (9-12)	One Semester	.5 Credit
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This is a technically demanding course for students who are interested in learning how to design, build, and repair PCs. The purpose of the course is to help learners diagnose and repair common computer problems, swapping parts, complex software installations, and even build their own machines from scratch. There may be opportunities for entrepreneurship as well. This course is a prerequisite for the Technology Team.

#	Video & Television Production (9-12)	One Semester	.5 Credit
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This is an introductory course in skills and techniques of operating television equipment and producing broadcast programs for viewing within and beyond Oxford High School. Students with an interest in TV production will gain a working experience in various technical and artistic aspects of the television medium. Through practical production experiences, students will acquire an understanding of TV as a communication, artistic, and vocational medium.

Courses Under Development:

#	Digital Electronics I & II (11-12)	One Semester	.5 Credit
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#	Advanced Video & Television Production (10-12)	One Semester	.5 Credit
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#	Independent Study (12E)	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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FINE AND PERFORMING ARTS

The purpose of the Fine and Performing Arts Team is to ensure that Oxford students create, perform, and respond with understanding to music and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experience; and be prepared to apply their art skills and understandings throughout their lifetime.

VISUAL ARTS

#	Foundations of Art I (9-12)	Full Year	1 Credit
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This course provides the necessary foundation for more advanced study in visual arts. In the first semester, there is a strong emphasis on learning to observe and draw with greater accuracy. Drawing and observational skills are complemented by studies in composition, color theory, and modes of spatial perception such as perspective and cubism. During the second semester, students begin to apply their skills in more specific and varied media such as painting, computer graphics, sculpture, ceramics, and digital imaging.

#	Advanced Art II (9-12E)	Full Year	1 Credit
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This course is designed to build on concepts and processes learned in Foundations of Art I. Students explore the major genres in art: abstraction, landscape, still life, and the human figure. Students will be encouraged to integrate common objects and viewpoints by looking at and creating art in an individual way. Students, in turn, will express their own themes in their visual projects and will write explanatory/analytical essays regarding their work. In applied media such as ceramics, animation, and computer graphics, students further explore the relationship between form and function.

#	Digital Photography I (9-12)	One Semester	.5 Credit
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This course is designed to assist students in mastering the basics of digital image acquisition and presentation. In addition to using the digital camera and image editing software, students will be learning about principles of photographic design, composition, and other artistic considerations. Additionally, students will explore the ethical issues that arise with the ability to manipulate images and their content.

Courses Under Development:

#	Design Dynamics III (9-12E)	Full Year	1 Credit
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#	Senior Art Portfolio - AP (9-12E)	Full Year	1 Credit
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#	Painting (9-12E)	One Semester	.5 Credit
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#	Sculpture (9-12E)	One Semester	.5 Credit
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#	Digital Photography II (9-12)	One Semester	.5 Credit
#	Digital Animation (9-12E)	One Semester	.5 Credit
#	Independent Study (12E)	Full Year	1.0 Credit
#	On-line Learning Proposal	Full Year	1.0 Credit

MUSIC AND THEATER ARTS

#	Concert Band (9-12E)	Full Year	1.0 Credit
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This course provides an opportunity for students interested in musical instruments to perform with a group creating a sense of accomplishment for its participants and musical entertainment for others. The band will perform at concerts, festivals, and special events. Participants may also audition for select bands at the state and regional levels. Participation in Concert Band is recommended for those performers who aspire to be in the smaller ensemble groups that will develop over the next few years at Oxford High School.

#	Chorus (9-12E)	Full Year	1.0 Credit
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This course provides an opportunity for students interested in developing their voices as musical instruments and to perform with a group creating a sense of accomplishment for its participants and musical entertainment for others. The Chorus will perform at concerts, festivals, and special events. Participants may also audition for select vocal groups at the state and regional levels. Participation in the main Oxford Chorus is recommended for those performers who aspire to be in the smaller ensemble groups that will develop over the next few years at Oxford High School.

#	Show Choir (9-12E)	Full Year	1.0 Credit
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Participation in the Show Choir is dependent on a successful audition and the conductor's recommendation. For those performers selected, there will be rigorous rehearsals, challenging selections, and special performances.

#	Marching Band (9-12E)	Full Year	1.0 Credit
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Selected through auditions and smaller sectional rehearsals, the Marching Band will eventually participate in local, state, and national marching events. Parades, special events, athletic contests, and other marching opportunities will be the focus of this group's performance schedule.

#	Theater Arts I (9-12E)	Full Year	1.0 Credit
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This course is designed for those students who have an interest in participating in dramatic and musical productions. The curriculum will emphasize the show and production process, including casting, blocking, set designs, direction, acting, producing and rehearsals. The mechanics of short productions and scene practices will dominate the time spent in this course.

Courses Under Development:

#	AP Music Theory (9-12E)	Full Year	1.0 Credit
#	String Ensemble (9-12E)	Full Year	1.0 Credit
#	Theater Arts II (9-12E)	Full Year	1.0 Credit
#	Independent Study (12E)	Full Year	1.0 Credit
#	On-line Learning Proposal	Full Year	1.0 Credit

HEALTH AND PHYSICAL EDUCATION

The purpose of the Health and Physical Education Team 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 comprehensive physical education and how these components can lead to a healthy and balanced life.

#	Personal Wellness/Exercise Science (9)	Full Year	1.0 Credit
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This ninth grade course provides new high school students with the opportunity to discuss topics that significantly impact students of this time of life. These subjects include, balance, wellness, personal health, fitness, basic nutrition, standard first aid, sexually transmitted diseases, substance abuse awareness and prevention, and CPR. Additionally, students will learn and apply the basic fitness and training principles to be used in the creation of an individual fitness program. This area includes personal awareness, goal setting, training program design, and motivation and life choices.

#	Personal Wellness/Exercise Science (10)	Full Year	1.0 Credit
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In grade ten, the Personal Wellness/Exercise Science class builds on the topics introduced in the freshman year but puts particular emphasis on the choices that confront adolescents at this age. These topics include choices and consequences, adolescent identity and responsibility, substance abuse, relationships, and overall mental well-being. The basic fitness goals and principals will be extended from the ninth grade program.

#	Basic Swimming (9-12)	One Semester	.5 Credit
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This one semester swimming program is designed as an introduction to swimming and water safety. Participants will learn basic and advanced strokes and safety strategies. Successful participants will earn a basic swimming and safety certification.

#	Advanced Swimming and Fitness (9-12)	One Semester	.5 Credit
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Building on the skills of Basic Swimming, this advanced course is for students who are interested in competitive swimming or using swimming as a fitness and health strategy. Advanced Swimming is also appropriate preparation for the Life Guard Training Course.

#	Life Guard Certification (9-12)	One Semester	.5 Credit
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The Life Guard Training Course is designed for students who have highly advanced swimming skills and are interested in learning an official Life Guard Certification.

Courses Under Development:

#	Fitness Through Dance/Aerobics (11-12E)	One Semester	.5 Credit
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#	Life Sports Activities (11-12E)	One Semester	.5 Credit
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#	Independent Study (12E)	Full Year	1.0 Credit
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HISTORY AND SOCIAL SCIENCES

The purpose of the History and Social Sciences Team is to ensure through inquiry and application that students gain a knowledge of history, civics and government, geography and economics; understand the interaction between history, the social sciences and humanities, and apply that knowledge and understanding as responsible citizens.

#	Origins of Civilization - Academic (9)	Full Year	1.0 Credit
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This course explores the roots of both Western and Eastern Civilizations. Comparative analysis of early formations and developmental pathways over time will lead to a variety of experiences that develops an understanding of why our world looks the way it does. Emphasis is placed on the social, political, economic and cultural aspects of the Western and Eastern experiences. Relationships between the past and present are shown throughout to help students understand the importance of studying history and its meaning to them in their own lives.

#	Origins of Civilization - Honors (9)	Full Year	1.0 Credit
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This course explores the roots of both Western and Eastern Civilizations. Comparative analysis of early formations and developmental pathways over time will lead to a variety of experiences that develops an understanding of why our world looks the way it does. Emphasis is placed on the social, political, economic and cultural aspects of the Western and Eastern experiences. Relationships between the past and present are shown throughout to help students understand the importance of studying history and its meaning to them in their own lives. Higher level research, writing and presentation skills are emphasized in order to prepare students for college level projects and analysis.

#	Civics and Comparative Governments - Academic (10)	Full Year	1.0 Credit
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Student's knowledge of our own democracy is enhanced through this exploration of what it means to be an American in the current political climate. Building on student's foundational knowledge of American history, this course seeks to deepen their understanding of every American's general civic obligations and also the specific civic and social expectations that are part of the Oxford High School community. These values and systems are then compared to other major political systems in use throughout the world today. This course fulfills the state requirement for civics.

#	Civics and Comparative Governments - Honors (10)	Full Year	1.0 Credit
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Student's knowledge of our own democracy is enhanced through this exploration of what it means to be an American in the current political climate. Building on student's foundational knowledge of American history, this course seeks to deepen their understanding of every American's general civic obligations and also the specific civic and social expectations that are part of the Oxford High School community. These values and systems are then compared to other major political systems in use throughout the world today. This course fulfills the state requirement for civics. Higher level research, writing and presentation skills are emphasized in order to prepare students for college level projects and analysis.

Courses Under Development:

#	American Civics (11/12)	Full Year	1.0 Credit
#	US History – Reconstruction to Present – A (11)	Full Year	1.0 Credit
#	US History – Reconstruction to Present - H (11)	Full Year	1.0 Credit
#	Themes of American History - (11)	Full Year	1.0 Credit
#	AP U.S. History (11)	Full Year	1.0 Credit
#	Role of Religion in Human History (12)	Full Year	1.0 Credit
#	Psychology (11/12)	One Semester	.5 Credit
#	Sociology (11/12)	One Semester	.5 Credit
#	Laws, Rights and Freedoms (11/12)	One Semester	.5 Credit
#	Dirty Tricks – An American Political History (11/12)	One Semester	.5 Credit
#	Independent Studies (11/12)	Full Year	1.0 Credit
#	On-line Learning Proposal	Full Year	1.0 Credit

LANGUAGE ARTS

The purpose of the Language Arts Learning Team is to ensure that students develop proficiency, confidence, and fluency in reading, writing, listening, speaking and viewing to meet the literacy demands of the 21st century.

For each of the following, the primary difference between the Honors and Academic track is the amount of reading and writing required for successful completion of the course syllabus. In both the freshman and sophomore years, there are shared texts between the two tracks. In the junior and senior years, there is more variety and options for students to personalize their language arts experiences. For all foundational Language Arts courses, there will be a combination of shared texts that all students read and some that are selected by the students for reasons of personal interest and engagement.

#	English I Honors (9)	Full Year	1.0 Credit
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This course is designed to build on the foundational skills students already have acquired and to further develop the skills students need to read, write, listen, speak, view and present texts to construct meaning, to read with understanding and respond thoughtfully to a variety of texts, to write and speak English proficiently to communicate ideas clearly, and to choose and apply strategies that enhance the fluent and proficient use of language arts. 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.

#	English I Academic (9)	Full Year	1.0 Credit
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This course is designed to build on the foundational skills students already have acquired and to further develop the skills students need to read, write, listen, speak, view and present texts to construct meaning, to read with understanding and respond thoughtfully to a variety of texts, to write and speak English proficiently to communicate ideas clearly, and to choose and apply strategies that enhance the fluent and proficient use of language arts. Students in this course can expect to read interesting texts and to write in response to a variety of prompts and contexts.

#	English II Honors (10)	Full Year	1.0 Credit
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This course is designed to build on the skills and experiences from the English I Honors and to further develop the skills students need to read, write, listen, speak, view and present texts to construct meaning, to read with understanding and respond thoughtfully to a variety of texts, to write and speak English proficiently to communicate ideas clearly, and to choose and apply strategies that enhance the fluent and proficient use of language arts. By the end of this course, students will be prepared to write for high-level challenges like AP exams, CAPT tests, or other college placement examinations.

#	English II Academic (10)	Full Year	1.0 Credit
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This course is designed to build on the skills and experiences from the English I Academic and to further develop the skills students need to read, write, listen, speak, view and present texts to construct meaning, to read with understanding and respond thoughtfully to a variety of texts, to write and speak English proficiently to communicate ideas clearly, and to choose and apply strategies that enhance the fluent and proficient use of language arts. 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 the SAT and CAPT tests and be prepared to write for a variety of real life applications.

#	Mechanics of Language (9-12)	One Semester	0.5 Credit
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This course is designed for college bound students who believe that they would benefit from a clearer understanding of the foundations and mechanics of the English language. Students will study word origins, rules for grammar and mechanics, and the many unique variations that make English the challenging framework for communications that it is. This course is certain to assist students who are interested in raising their performance on the CAPT/SAT and AP writing exams.

Courses Under Development:

#	English III Honors (11)	Full Year	1.0 Credit
#	English III Academic (11)	Full Year	1.0 Credit

#	English IV Honors (12)	Full Year	1.0 Credit
#	English IV Academic (12)	Full Year	1.0 Credit

#	English (11-12) – Advanced Placement	Full Year	1.0 Credit
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#	Great Themes in Western Literature (11-12)	One Semester	.5 Credit
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#	American Literature Honors (11-12)	One Semester	.5 Credit
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#	Creative Writing (11-12)	One Semester	.5 Credit
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#	Persuasive Communication (11-12)	One Semester	.5 Credit
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#	Journalism (11-12)	One Semester	.5 Credit
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#	Poetry Interpretation and Writing (11-12)	One Semester	.5 Credit
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#	Independent Study (12E)	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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MATHEMATICS

The purpose of the Mathematics Learning Team is to ensure that all students develop a conceptual understanding of algebraic reasoning, geometry and measurement, and the use of data and then apply these learnings in relevant, engaging, rigorous, and real world contexts. Success in mathematics depends on problem solving, reasoning, making connections, seeing patterns, and generating appropriate representations of mathematical operations.

In general, course content in Algebraic Reasoning I and Geometry are aligned with skill requirements for the Connecticut Academic Performance Test (CAPT) while content in Algebraic Reasoning II is more focused on Scholastic Aptitude Testing (SAT). The primary difference between Academic and Honors courses in mathematics courses is pace and depth of study, most of the learned topics remain the same.

Academic Strand

#	Data and Numerical Reasoning (9/10)	Full Year	1.0 Credit
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This course begins by reviewing the fundamentals of arithmetic and teaches computational skills with whole numbers, fractions, decimals, and percents. These skills are then applied to a variety of topics, such as measurement, ratio and proportion, probability, statistics, graphs, and basic algebra and geometry. The student's understanding of each topic is immediately reinforced through sample solutions, ample exercises and reviews, and application problems stressing the ongoing use of critical thinking and problem-solving skills.

#	Algebraic Reasoning (10/11)	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 lots of 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: algebra–arithmetic with letters; the rules of arithmetic; linear equations with one variable; applications of algebra; exponents and polynomials; factoring; data, statistics, and probability; fractions and algebra; linear equations and inequalities in the coordinate plane; systems of linear equations; irrational numbers and radical expressions; geometry; quadratic equations.

#	Geometry and Measurement (11/12)	Full Year	1.0 Credit
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In this course the main emphasis is on plane geometry—geometric figures in a plane such as squares, triangles, circles, cubes, prisms, and spheres. Short lessons with lots of 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: exploring geometry—points, lines, and angles in the plane; thinking geometrically—using proofs, parallel lines and transversals; using algebra—lines in the coordinate plane; triangles and quadrilaterals; congruent triangles and transformations; proportion and similarity; the Pythagorean Theorem; perimeter and area; circles and spheres; solid geometric figures and their measures; geometry and imagination.

#	Algebraic Reasoning II (12)	Full Year	1.0 Credit
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In this course several methods for solving quadratic equations, such as factoring, completing the square, and graphing are covered. The course also introduces trigonometry and exponential functions—vital concepts for real world applications. Topics include: linear equations and inequalities; linear functions and inequalities; quadratic equations; quadratic functions graphing; polynomials; rational expressions; powers, roots, radicals, fractional exponents; exponential and logarithmic functions; conic sections; trigonometry; permutations, combinations, probability, sequences and series; complex numbers; measurement and statistics; finding roots by long division and synthetic division; and solving a system of equations with and without matrices.

Honors Strand

#	Algebraic Reasoning H (9)	Full Year	1.0 Credit
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This course provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced mathematics courses and for students who have an interest in careers that require complex mathematical reasoning. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: operations with real numbers, linear equations and inequalities, relations and functions, polynomials, algebraic fractions, and nonlinear equations.

#	Geometry and Measurement H (9-10)	Full Year	1.0 Credit
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In this course the main emphasis is on development of geometric language and logic of the proof and the exploration of theory and practice in plane, solid, and coordinate geometry. Topics include: exploring geometry—points, lines, and angles in the plane; thinking geometrically—using proofs, parallel lines and transversals; using algebra—lines in the coordinate plane; triangles and quadrilaterals; congruent triangles and transformations; proportion and similarity; the Pythagorean Theorem; perimeter and area; circles and spheres; solid geometric figures and their measures; and the use of geometry and imagination in a variety of contexts.

#	Algebraic Reasoning II H (10-11)	Full Year	1.0 Credit
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In this course several methods for solving quadratic equations, such as factoring, completing the square, and graphing are covered. The course also introduces trigonometry and exponential functions—vital concepts for real world applications. Topics include: linear equations and inequalities; linear functions and inequalities; quadratic equations; quadratic functions graphing; polynomials; rational expressions; powers, roots, radicals, fractional exponents; exponential and logarithmic functions; conic sections; trigonometry; permutations, combinations, probability, sequences and series; complex numbers; measurement and statistics; finding roots by long division and synthetic division; and solving a system of equations with and without matrices.

Courses Under Development:

#	Pre-Calculus H (11)	Full Year	1.0 Credit
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#	Statistics & Probability H (11)	Full Year	1.0 Credit
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#	AP Statistics (11)	Full Year	1.0 Credit
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#	SAT Prep Math (11)	One Semester	.5 Credit
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#	AP/UConn Coop Calculus (12)	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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SCIENCE

The purpose of the Science Learning Team is to use the inquiry process to help students understand the concepts of biology, earth sciences, and the physical sciences and to apply scientific problem solving processes and methods in real-world settings.

#	Energy, Matter, and Earth Science – Academic (9)	Full Year	1.0 Credit
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This course is designed to be a hands-on exploration of physical and Earth science. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of science uses multiple pathways of scientific reasoning to explore: (1)energy transfer and transformations (What is the role of energy in our world?); (2) properties of matter (How does the structure of matter affect the properties and uses of materials?);(3) the changing Earth (How do materials cycle through the Earth’s systems?), and (4) a variety of other topics designed to build foundational scientific understandings.

#	Energy, Matter, and Earth Science - Honors (9)	Full Year	1.0 Credit
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This course is designed to be a hands-on exploration of physical and Earth science with an increased focus on the high level reading and writing to express scientific thinking for students who want to pursue higher level study of the sciences. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of science uses multiple pathways of scientific reasoning to explore: (1)energy transfer and transformations (What is the role of energy in our world?); (2) properties of matter (How does the structure of matter affect the properties and uses of materials?); (3) the changing Earth (How do materials cycle through the Earth’s systems?), and (4) a variety of other topics designed to build foundational scientific understandings.

#	Biology and Physiology - Academic (10)	Full Year	1.0 Credit
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This course is designed to be a hands-on exploration of biology and physiology. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of biology uses multiple pathways of scientific reasoning to explore the structure and function of living things (How are organisms structured to ensure efficiency and survival?), heredity and evolution (What processes are responsible for life’s unity and diversity?); and a variety of other topics designed to build foundational scientific understandings in preparation for the CAPT science test in the spring of the year.

#	Biology and Physiology - Honors (10)	Full Year	1.0 Credit
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This course is designed to be a hands-on exploration of biology and physiology with an increased focus on the high level reading and writing to express scientific thinking for students who want to pursue higher level study of the sciences. Always focused on making the connections between science and technology and their impact on the quality of our lives, the study of biology uses multiple pathways of scientific reasoning to explore the structure and function of living things (How are organisms structured to ensure efficiency and survival?); heredity and evolution (What processes are responsible for life’s unity and diversity?); and a variety of other topics designed to build foundational scientific understandings in preparation for the CAPT science test in the spring of the year.

#	Applied Research - Honors (9-12) By Permission Only	Full Year	.5 Credit
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This course is intended for freshman, sophomore, junior or 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; and 4. Develop the skills of reporting and presenting research results. The course may be repeated with a change in content or continuation of project.

Courses Under Development:

#	Anatomy & Physiology (11)	Full Year	1.0 Credit
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#	Marine Science & Oceanography (11)	One Semester	.5 Credit
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#	Field Biology & Life Sciences (11)	One Semester	.5 Credit
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#	Environmental Science (11)	Full Year	1.0 Credit
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#	Chemistry (11-12)	Full Year	1.0 Credit
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#	AP Chemistry (11-12)	Full Year	1.0 Credit
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#	Physics (11-12)	Full Year	1.0 Credit
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#	AP Physics (11)	Full Year	1.0 Credit
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#	AP Biology (11)	Full Year	1.0 Credit
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#	Applied Chemistry (11)	Full Year	1.0 Credit
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#	Forensic Geography (11/12)	One Semester	.5 Credit
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#	Science, Ethics & Society (11/12)	Full Year	1.0 Credit
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#	Forensic Science (11/12)	One Semester	.5 Credit
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#	Myth Busters (11/12)	One Semester	.5 Credit
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#	Independent Study (12)	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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WORLD LANGUAGES AND CULTURES

The purpose of the World Languages and Cultures Team is to teach students to communicate in a language other than their own and make meaningful connections between their own experience and the cultures, traditions, and communities of their target language(s).

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

#	Latin and Origins of Romance Languages I	Full Year	1.0 Credit
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This course uses a reading-based approach to introduce students to the basic elements of Latin syntax and semantics and traces those roots through the development of all Romance Languages. The course includes vocabulary, English words from Latin roots, broad topics in basic grammar (i.e. subject, verb, parts of speech), classical mythology, Roman history and other cultural topics. This course will help students understand their own language better and provide a solid foundation for the study of all Romance languages.

#	Italian I	Full Year	1.0 Credit
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This is a beginning Italian course that presents basic language skills of speaking, listening comprehension, reading and writing, with emphasis on effective linguistic functioning in real situations. In addition to language, this course also includes units on art, culture, and other contextual topics related to the Italian language.

#	French II (A or H)	Full Year	1.0 Credit
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Building on the foundations of French I, students in this course build their proficiencies in reading, speaking and writing in French. Students will learn how to talk about themselves, their family, and their friends along with many other more advanced and practical conversational goals. Additionally, a continued emphasis on French art, culture, and context will be part of the course throughout the year.

#	Spanish I (A or H)	Full Year	1.0 Credit
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This is a beginning Spanish course that presents basic language skills of speaking, listening comprehension, reading and writing, with emphasis on effective linguistic functioning in real situations. In addition to language, this course also includes units on art, culture, and other contextual topics related to the Spanish language.

#	Spanish II (A or H)	Full Year	1.0 Credit
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Building on the foundations of Spanish I, students in this course build their proficiencies in reading, speaking and writing in Spanish. Students will learn how to talk about themselves, their family, and their friends along with many other more advanced and practical conversational goals. Additionally, a continued emphasis on Spanish art, culture, and context will be part of the course throughout the year.

#	Spanish III (A or H)	Full Year	1.0 Credit
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Building on the foundations of Spanish II, students in this course build their proficiencies in reading, speaking and writing in Spanish. Students will learn how to talk about themselves, their family, and their friends along with many other more advanced and practical conversational goals. Additionally, a continued emphasis on Spanish art, culture, and context will be part of the course throughout the year.

Courses Under Development:

#	Latin and Origins of Romance Languages II	Full Year	1.0 Credit
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#	Italian II	Full Year	1.0 Credit
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#	Spanish III	Full Year	1.0 Credit
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#	Spanish IV	Full Year	1.0 Credit
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#	Spanish IV AP	Full Year	1.0 Credit
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#	Introduction to Middle Eastern Languages	Full Year	1.0 Credit
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#	Middle Eastern Languages II	Full Year	1.0 Credit
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#	Introduction to Chinese Language	Full Year	1.0 Credit
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#	Chinese Languages II	Full Year	1.0 Credit
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#	Independent Language Study	Full Year	1.0 Credit
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#	On-line Learning Proposal	Full Year	1.0 Credit
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SENIOR 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 their own design, that they have mastered to the Board's satisfaction, the identified Academic, Civic and Social expectations required for graduation.

#	Senior Project Seminar	Full Year	1.0 Credit
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In the Senior Project Seminar, each student will work with his/her Homeroom Mentor to develop a Senior Project Proposal, identify a representative review committee consisting of appropriate staff and community members, and then implement the approved proposal. Students have the ability to design a project that is consistent with their own learning needs and interests as long as it meets the following basic criteria: (1) must reflect the acquisition of the district's Community Goals for Learning, (2) meets a minimum time and effort commitment required for success, and (3) is of a level of quality that will satisfy the requirements of the project rubrics for design, participation, and alignment with the district goals. The Senior Project is the culminating experience of the Oxford High School program and as such, is a critical activity that the Board of Education and professional staff takes very seriously. The results will reflect the synthesis of your educational experience to date and stand as a testament to your accomplishments as a learner and member of the Oxford High School learning community.

INTERNATIONAL BACALAUREATE PROGRAM

The International Baccalaureate Program curriculum framework consists of five essential elements: concepts, knowledge, skills, attitude, action. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.

