

Welcome to Oxford High School

Dear Students and Parents,

This Oxford High School Course Catalog contains the information you will need to plan and select courses for next school year, and assists in the development of long range strategies for completing the required courses and earning the credits necessary for graduation. Please study the contents carefully so that you can make an informed decision regarding course selections.

The course offerings, and the descriptions included here, are proposed for next year. The number and type of courses actually offered will depend, in part, upon the demand expressed through your course requests, and available staff. It is important that you give serious thought to your planning and selections; please refer to the pages containing general information as well. It's also important that both our students and parents spend time having a conversation about the level of rigor within their schedule that is most appropriate to challenge themselves. Critical factors that should be included in these conversations are both the time and commitment with athletics, clubs and extra-curricular interests. Balancing all the above is not a place that students will perfect. However, we feel a great deal of consideration should be placed on improving how our students balance their busy schedules and lives.

Oxford High School operates on a rotating seven period schedule. This ensures students being afforded the benefit of International Baccalaureate subject areas, the opportunity to fit in all of the graduation requirements of the Michigan Merit Curriculum, as well as the flexibility to select the electives sought in a well-rounded education.

Easy to follow instructions are included with your course selection form. While the counselors and other staff members are prepared to assist in this process, your input is essential to its success. Course offerings and staffing are based on the requests that you make at this time. This means our student course selections drive both our master schedule and teacher assignment. Future requests to change a student's schedule will be strictly regulated and adjustments will only be approved for extenuating circumstances.

We want to extend a warm welcome to Oxford High School, and look forward to working with you to ensure a successful high school experience.

Sincerely,



Steven K. Wolf
Principal
Oxford High School



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Oxford High School Course Catalog

2020-2021

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Vision Statement

To create a world-class education today to shape tomorrow's leaders.

Mission Statement

To provide an education that challenges all students to achieve their maximum potential in academics, arts, and athletics and prepares them to succeed in a global society

Portrait of a Graduate

BALANCED

Students will-

- use positive thinking to self-motivate.
- develop resiliency and fortitude when meeting challenges. ...
- learn to balance their needs with the needs of others through service to the community
- investigate personal strengths and career interests to set post-secondary goals.
- utilize effective time-management strategies in order to meet deadlines.

COMMUNICATOR

Students will:

- communicate information and ideas effectively to intended audiences using a variety of speaking and writing techniques.
- actively listen and effectively communicate to manage conflict and work collaboratively.
- give and receive meaningful feedback through thoughtful communication.

INQUIRER

Students will:

- read a variety of sources for information and enjoyment.
- collect and analyze data to identify problems and solutions and make informed decisions.
- use creative thinking to generate new ideas and inquiries.
- seek a range of perspectives from multiple and varied sources.
- use inquiry to generate predictions and hypotheses.

PRINCIPLED

Students will:

- take responsibility for their own actions and behaviors.
- make fair and equitable decisions to serve themselves and others.
- use technology responsibly and contribute positively to digital environments.
- understand, respect and implement intellectual property right.

THINKER

Students will:

- ethically obtain and use information from a variety of relevant and appropriate sources and media.
- read critically for comprehension.
- connect conceptual understandings across multiple disciplines
- apply existing knowledge to thoughtfully generate new ideas, products or processes.

REFLECTIVE

Students will:

- process their learning through reflection.
- revise their understanding based on new information and evidence.
- evaluate and learn from their mistakes.
- develop new skills, techniques and strategies for learning through reflection.

KNOWLEDGEABLE

Students will:

- use appropriate strategies for organizing complex information to utilize across a range of disciplines.
- gather, evaluate and organize relevant information to formulate an argument
- seek, interpret, judge and synthesize information and use this knowledge to inform others.
- use critical thinking to analyze and solve problems

CARING

Students will:

- demonstrate empathy through understanding and open-mindedness.
- contribute positively to the lives of others through a commitment to service and community.
- value the rights, privileges and responsibilities associated with citizenship.
- work effectively with peers and help all to succeed

OPEN-MINDED

Students will:

- engage as responsible citizens in a global society.
- develop multiple opposing and complementary arguments that propose a variety of solutions.
- consider ethical, cultural and environmental implications and recognize biases.
- negotiate ideas with peers to build consensus.

RISK-TAKER

Students will:

- demonstrate persistence and perseverance in both familiar and unfamiliar situations.
- apply skills, knowledge and experiences to undertake new situations.
- self-advocate respectfully for individual rights and needs.
- exercise effective leadership practices and undertake a variety of roles within groups.
- create innovative solutions to authentic problems.

International Baccalaureate Programme

In fall 2013, Oxford High School became an International Baccalaureate® World School. The Middle Years Programme (MYP) is a connection for students who have attended one of Oxford's Primary Year's Programmes offered at all of the district's elementary schools. The MYP is not a curriculum, rather, it is a challenging framework and approach to teaching and learning. The MYP is for students in grades 6-10 and encourages our learners to make practical connections between their studies and the real world. Students continue this course work in Grades 9 and 10 at Oxford High School and can elect to be part of Diploma Programme (DP) in 11-12 grade. The International Baccalaureate (IB) is a nonprofit international educational foundation, motivated by its mission, focused on the student. Founded in 1968, they currently work with schools in over 140 countries to develop and offer three challenging programs to students aged 3 to 19 years.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Middle Years Programme (MYP)

Oxford High School offers the IB Middle Years Programme (MYP). The IB Middle Years Programme, for students in grades 6-10, provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The MYP consists of eight subject groups integrated through five areas of interaction that provide a framework for learning within and across the subjects. Students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education and technology. In the final year of the programme, students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the programme. Students begin a Personal Inquiry Project during their Freshman year, culminating in an exhibition during their Sophomore year. Pending Board approval, students are required to complete their Inquiry Project as a graduation requirement. Students will be guided and supported by instructional staff throughout their Freshman and Sophomore year in an Advisory class in order to complete this experience.

For more information, see the International Diploma Programme section of the Course Catalog.

Graduation Requirements

Classes of 2021-2023 Credit Requirements

Oxford High School is an International Baccalaureate Middle Years Programme school. Ninth and tenth grade students are required to participate in an inquiry-based curriculum in six of the following eight areas: Language and Literature, Individuals & Societies, Mathematics, Sciences, Language Acquisition, Design (CTE), Arts and Physical and Health Education.

Twenty-six (26) credits are required for graduation

Graduation Requirements	Credits
Physical Education	0.5
Health Education	0.5
Language and Literature (Language Arts)	4
Mathematics	4
Sciences	3
Individuals and Societies (Social Studies)	3
Technology	0.5
Visual and Performing Arts	1
Language Acquisition (World Language - 2 Years while in HS)	2
Remaining Electives	7.5
Total	26

Physical Education: ½ Credit	Science: 3 Credits	Individuals & Societies: 3 Credits
Health Education: ½ Credit	(Optional Paths)	US History & Geography (1 credit)
Language & Literature: 4 Credits <ul style="list-style-type: none"> • Language Arts 9 (1 credit) • Language Arts 10 (1 credit) • Language Arts 11 (1 credit) • Language Arts 12 (1 credit) 	Biology (1 credit), Chemistry (1 credit) and Physics (1 credit) OR Biology (1 credit) Chemistry (1 credit), Physical Science P (½ credit) Chemistry (1 credit) and Science Elective (½ credit)	<ul style="list-style-type: none"> • US History & Geography (1 credit) • Economics (½ credit) • US Civics (½ credit) • World History & Geography (1 credit)
Mathematics: 4 Credits <ul style="list-style-type: none"> • Algebra I (1 credit) • Geometry (1 credit) • Algebra II (1 credit) • 1 Math related Credit during Senior Year 	OR Biology (1 credit), Physical Science C (½ credit) Physics (1 credit) Science Elective (½ credit) <i>* See the CTE exchange chart</i>	Technology Experience: ½ Credit Visual/Performing Arts: 1 Credit Language Acquisition: 2 Credits <ul style="list-style-type: none"> • Must be a continuation of the student's Middle School World Language, and at least 2 credits must be taken at the High School while in grades 9 and 10. <i>*See the CTE exchange chart</i>

Classes 2024 and Future Credit Requirements

Oxford High School is an International Baccalaureate Middle Years Programme school. Ninth and tenth grade students are required to participate in an inquiry-based curriculum in six of the following eight areas: Language and Literature, Individuals & Societies, Mathematics, Sciences, Language Acquisition, Design (CTE), Arts and Physical and Health Education.

Twenty-six (26) credits are required for graduation

Graduation Requirements	Credits
Physical Education	0.5
Health Education	0.5
Language and Literature (Language Arts)	4
Mathematics	4
Sciences	3
Individuals and Societies (Social Studies)	3
Technology	0.5
Visual and Performing Arts	1
Language Acquisition (World Language) - 2 Years while in HS)	2
Remaining Electives	7.5
Total	26

Physical Education: ½ Credit	Science: 3 Credits	Individuals & Societies: 3 Credits
Health Education: ½ Credit	Biology (1 credit), Chemistry (1 credit) and Physics (1 credit) *See page 17 for CTE exchange credit	<ul style="list-style-type: none"> • US History & Geography (1 credit) • Economics (½ credit) • US Civics (½ credit) • World History & Geography (1 credit)
Language & Literature: 4 Credits <ul style="list-style-type: none"> • Language Arts 9 (1 credit) • Language Arts 10 (1 credit) • Language Arts 11 (1 credit) • Language Arts 12 (1 credit) 		Technology Experience: ½ Credit Visual/Performing Arts: 1 Credit Language Acquisition: 2 Credits <ul style="list-style-type: none"> • Must be a continuation of the student's Middle School World Language, and at least 2 credits must be taken at the High School while in grades 9 and 10.
Mathematics: 4 Credits <ul style="list-style-type: none"> • Algebra I (1 credit) • Geometry (1 credit) • Algebra II (1 credit) • 1 Math related Credit during Senior Year 		<i>* See the CTE exchange chart</i>

Additional Graduation Requirements for Class of 2024 and Future

Educational Development Plans (EDP)

Each student shall develop an Educational Development Plan (EDP) during the 7th grade and is required to review his/her educational development plan during grade 8 and revise it as appropriate each year thereafter. The educational development requirement will begin with the graduating class of 2020. An educational development plan shall be developed, reviewed, and revised by the student under the supervision of the student's school counselor or another designee qualified to act in a counseling role selected by the school Principal and shall be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan shall be designed to assist students to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a student's educational development plan, the student shall be advised that many of the curricular requirements may be fulfilled through career and technical education. The plan must be based on a career exploration program or curriculum and high school readiness scores, to assist the student identifying career development goals as they relate to academic requirements. In addition, the plan should include work-based learning experiences for the student where appropriate and participation in a career curriculum as developed by the district/school.

At a minimum an Educational Development Plan will consist of the following components:

- A. two (2) student identified goals - one long-term goal and one short-term goal
- B. a four (4) year plan for high school course plan or a modified course plan based on enrollment date
- C. a Talent Portfolio - updated resume, accomplishments, experiences, and certifications that encapsulate the student's high school experience
- D. two (2) student identified Career Clusters or Pathways
- E. a post-secondary plan for after high school graduation (i.e. military, four-year university, apprenticeship, certification program, etc.).

The career and technical education credits may include work-based learning by a student working at a business or other work setting with appropriate oversight by the District over the student's experience and learning in the work setting in which the work-based learning occurs.

Commencement exercises will include only those students who have successfully completed requirements as certified by the high school principal. No student who has completed the requirements for graduation shall be denied a diploma as a disciplinary measure. A student may be denied participation in the ceremony of graduation, however, when personal conduct so warrants.

Personal Inquiry Project (PIP)

Pending Board approval, this experience will begin in a Freshman advisory class setting for graduating students of the class of 2024. This is a component of the IB Middle Years Programme for post-high school preparation. Students self-select an area of interest and develop a responsible action while developing skills needed in the 21st century world. Students determine their own goals for the project and polish their inquiry (research) skills. This process allows students to develop deeper understandings through in-depth investigation and demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time. Past projects have included: Organizing a Free Girls Golf Clinic, Teaching yourself the art of Drawing and Gouache Painting, Exploring Sexism and Gender Stereotyping in Today's Society, The Research and Surgical Removal of an Astrocytoma (brain tumor), The Positive Effects of Mindfulness Meditation, and Writing a Book.

Additional Graduation Information

Courses that fulfill senior year math credit/experience

In addition to traditional math courses, the following non-traditional math courses have been approved to meet the Math experience required in senior year. Course descriptions can be found in the Course Guide Book.

AP Chemistry	Financial Management I & II*
AP Computer Science A	Forensics 1 & 2*
AP Biology	IB Biology
AP Physics	IB Physics
Astronomy*	Introduction to Engineering Design
Automotive Technology I, II, or III	Medical Foundations
Biology	Patient Care Technician (PCT)
Chemistry	Physics
Computer Int. Manufacturing	Principles of Engineering
Computer Science Principles	Mechatronics I
Computer Programming & Gaming	Mechatronics II
Computerized Accounting	

*Math elective credit can also be obtained through Oakland School Technical Campus Programs.

Course that fulfill the MMC, Visual, Performing Arts, & Applied Technology Experience

(Please note the Oxford High School graduation requirement is different, please see your counselor for more information.)

Acting*	Computer Prog & Gaming	Mechatronics/Robotics Engineeri
Advanced Acting*	Computer Science Principles	Mechatronics/Robotics Engineeri
Advanced Drawing & Painting*	Computerized Accounting	Medical Foundations
Advanced Stagecraft*	Chamber Orchestra	Men's Choir
Advanced Studio*	Design Concepts *	Music Theory and Composition*
AP Computer Science A	Design in Materials*	Patient Care Technician (PCT)
AP Music Theory	Digital Imaging Technologies	Piano A & B
Automotive Technology I	Drawing I & II*	Principles of Engineering
Automotive Technology II	Exploring Music*	Radio, TV & Film I
Automotive Technology III	Fibers and Metals*	Radio, TV & Film II
Broadcast News	Financial Management I & 2*	Research Marketing
Business Management*	Guitar I & II*	Retail Marketing
Business Strategies*	IB Music SL	Speech I & Speech 2*
Caritas	IB Visual Art SL	Stagecraft*
Ceramics & Sculpture I & II*	Introduction to Piano*	Symphonic Band
Concert Band	Introduction to Engineering Desi	Symphony Orchestra
Concert Choir	Jazz Band	Vocal Expressions
Concert Orchestra	Marching Band*	Vocal Techniques
Computer Int. Manufacturing	Marketing Concepts	Wind Ensemble
		Women's Choir

*denotes semester courses

Transfer Students

Adjustments will be made so that a student neither receives an advantage nor a disadvantage when transferring credits. Home Schooled students transferring to the high school will receive a comprehensive assessment to determine proper grade level placement.

State Allowed Graduation Modifications

The State of Michigan has legislated that every student needs to complete all aspects of the Michigan Merit Curriculum. The State has allowed for the possibility that some students, with the support of their parents/guardian, may request a modification to the State graduation requirements. These modifications, which may produce a personal curriculum plan, are to be developed by a group consisting of the student, his or her guardian/parent, the student's counselor and administrative designee. The modified plan will incorporate as much of the subject area contest expectations as practical, as well as alignment with the student's educational development plan (EDP). It is also the responsibility of the student's parents/guardian to monitor that their child's progress is congruent with the goals contained in the personal curriculum plan as well as contacting the student's counselor and/or caseload teacher at least twice per semester.

There are no modifications allowed to the State of Michigan requirements for Language Arts, World Language, Science, U.S. Civics, Algebra I and Geometry.

Students and their parents need to be aware that if a personal curriculum plan is granted and the student does not achieve proficiency in the required credits, the personal curriculum is null and void. They also need to understand that a personal curriculum plan may impact NCAA eligibility, college scholarships, and college admission decisions

Units of Credit

Credit is awarded in units of $\frac{1}{2}$ for the successful completion of a semester course. An exception is that some vocational, technical and cooperative courses are multiple period courses, and students receive credit corresponding to the amount of time spent in class or on the job.

Students must be enrolled full time unless approved for a reduced schedule through an Individual Education Plan (IEP).

The following course offerings are limited electives: Independent Study, Physical Education, Work based Learning, Transition (when scheduled during school time), Technical Block Class, and/or any Oakland Schools Technical Center Program. Only one section **of each** of these limited electives may be taken during a given semester. Only two sections **of any combination** of these course offerings may be taken during any given semester.

Registration for Classes

Beginning in January and continuing until March, counselors schedule class meetings to help students plan their schedules for the following school year. All students should consider their options for taking the required courses for graduation requirements and making elective choices to meet individual interest and need.

After this information session, students take home their registration forms to collaborate with their parents/guardians regarding their course requests. Together, parents and students should access the on-line course catalog and complete course selection sheet to pre-register for the appropriate classes. It is important that students, aided by their parents, choose carefully. Course offerings and staffing are based upon the requests made by students. IB, AP and Honors Commitment forms must be signed by the student and a parent/guardian in order to be placed in such a class.

Scheduling Errors

All course request changes must be submitted no later than June 1st of the previous school year. Any request made after this date will not be considered.

Master schedule development and staffing assignments are based upon students' course requests, therefore no course request change will be considered after June 1st other than for the reasons stated below.

Correcting Schedule Errors:

- Your schedule is incomplete (one or more hours missing in any semester).
- There is a conflict in the schedule (two classes scheduled at the same time).
- You failed or did not take a sequential or prerequisite course, or
- You are missing or failed a class needed to fulfill graduation requirements and this is the last chance to schedule it

NOTE: Once a commitment form to take an AP, IB or Honors class is signed, students **will not be able to drop these classes.**

Please Note:

- Schedule error forms are available in the Counseling Office and online under the Counseling Office's webpage, <http://oxfordhigh.oxfordschools.org/academics/counseling/>.
- Schedule Error Notification Forms, signed by a parent or guardian, must be received within the first (4) school days of a new semester.
- Any absences(s) incurred by students who stop attending class without an approved schedule change are unexcused.

Optional Learning Opportunities

See your counselor if you are interested in pursuing these options:

Correspondence School

Correspondence school studies must be offered by accredited institutions and require Counselor & Administrative pre-approval. Course taken in core subject areas must also meet Michigan Merit Curriculum Standards.

Credit Recovery

Students are offered the opportunity to make up credit online, after-school and during the summer, on a limited availability basis. There is a fee for each ½ credit.

Dual Enrollment

In an effort to meet student needs and interests, school districts have allowed students to attend courses at local colleges or universities in addition to course at high school. For further information, refer to the Dual Enrollment section.

General Internship

This course will allow students in 10th and 12th grades to receive credit if they attend an internship or work experience for at least four hours per week. This experience will provide a working relationship between the student, school, and the community. Please see your counselor for further information. General internship requests are simultaneous with seated course requests, and **all the same scheduling deadlines apply.** Any student requesting a general internship must indicate such interest during the regular scheduling process and must have designated their plan for general internship experiences in their EDP prior to submitting their course request form.

General Internship students must attend the internship or work experience at least four hours per week for the same number of weeks as are necessary to earn credit in a traditional course in that school district of public school academy. The student may be excused from one his or her required 7 classes if it is determined appropriate by high school administration. The student must also complete board requirement for reflection project.

Independent Study

Independent Study courses are unique learning experiences which are not a part of regular course offerings. A qualified student and his or her teacher prepare a formal agreement outlining course content, curriculum, and student and teacher expectations. A maximum of 1 credit is allowed toward graduation. Independent Study requires Counselor & Administrative pre-approval.

Oakland Schools Technical Centers (OSTC)

OSTC offers career preparation programs for 11th and 12th grade students in three-hour blocks of intensive hands-on technical vocational curriculum. Students attend half day at OSTC and half day at OHS. Applications should be submitted in the fall of the 10th and/or 11th grade years.

Pass/Fail

A pass/fail option is available to juniors and seniors only and is limited to a maximum of one credit. It must be approved by the administrator, instructor, parent/guardian and counselor before the fifth week of class. Some colleges may not accept pass/fail credit. If a student fails the class, an "E" will appear on the transcript. This option is also available to students with an individualized education plan who are working toward a certificate of completion.

Virtual Learning

Students eligible for this option may enroll in a virtual course in place of a seated course. Virtual course requests are simultaneous with seated course requests, and **all the same scheduling deadlines apply.** Any student requesting an online course must indicate such interest during the regular scheduling process and must have designated their plan for online course experiences in their EDP prior to submitting their course request form. Failure to meet online course requirements may exclude future online enrollment.

Alternative Methods of Obtaining Credit

Middle School Credits

Credit will be granted toward high school graduation for any student who successfully completes, prior to entering high school, a State-mandated curriculum requirement, provided he or she completes the same content requirements as the high school subject area, and the student has demonstrated proficiency as defined as earning a 78% or better for the course, including the final exam grade. Any student who earns high school credit in middle school will have the credit and grade earned posted to their high school transcript. However, the grade earned will not be factored into GPA or ranking formula. An explanation of the policy will be noted on the student's transcript.

Test Out

Credit will be granted toward high school graduation for any student not enrolled in a course, but who has exhibited a reasonable level of knowledge of the course and has tested out by achieving a seventy-eight percent (78%) or better on a final cumulative exam for the course, or if there is no final exam, through basic assessment used for the course, which may consist of a portfolio, paper, project, presentation, or other established means. The course will appear on the student's transcript with a "TO" designation for "Tested Out." The class will not factor into the student's GPA or Scholar Ranking formula. Please note: the school does not provide textbooks and/or course materials for students wishing to test out. Students are allowed to attempt testing out twice before a failure is denoted on their transcript for a particular course.

Personal Curriculum

A school district or public school academy annually shall notify each of its pupils and a parent or legal guardian of each of its pupils that all pupils are entitled to a personal curriculum under this subsection. The annual notice shall include an explanation of what a personal curriculum is and state that if a personal curriculum is requested, the public school or public school academy will grant that request

Dual Enrollment

In an effort to meet student needs and interests, school districts have allowed students to attend courses at local colleges or universities in addition to course at high school. The Postsecondary Enrollment Options Act, Public Act 160 of 1996 and the Career and Technical Preparation Act, Public Act 258 of 2000, provides opportunities for school districts to assist students who meet all the necessary qualifications, in paying tuition and fees for courses at Michigan public or private colleges or universities.

The spirit of Postsecondary Options or Dual Enrollment is that the dual enrollment course is an extension of the high school's curriculum, not a lateral supplement. Every effort will be made to fill a student's schedule with appropriate courses from the Oxford High School curriculum before considering other postsecondary options. See your Counselor if interested in Dual Enrollment opportunities.

To qualify, all the following conditions must be met:

1. Students in grades 9-12 must have earned qualifying scores on the following tests: SAT, PSAT, PLAN, ACT or other to be determined college placement assessment.

2. Students must be enrolled in both the school district and postsecondary institution during the local school district's regular academic year and must be enrolled in at least one high school class.
3. The college courses must NOT be offered by the district. An exception to this could occur if the Board of Education determines that a scheduling conflict exists which is beyond the student's control.
4. The college courses cannot be hobby, craft, or recreation courses, nor can they be courses in physical education, theology, divinity, or religious education.
5. Proof of registration in college courses must be provided to the high school counselor before the first day of high school classes each semester. Otherwise, the student will be enrolled in 7 courses at the high school, and the district will not pay any college tuition or fees for that semester.

Please Note:

- *A student's Educational Development Plan should reflect an interest in or match for dual enrollment prior to course registration.*
- *Students are responsible to contact the college for enrollment information and complete all OHS enrollment forms.*
- *Students can earn both college and high school credit. This must be declared at registration and college transcripts must be provided to OHS*
- *Request deadlines: June 1st (for the fall semester of the upcoming school year); November 1st, (for the spring semester).*
- *Districts are required to pay the lesser of: (1) the actual tuition charge, mandatory course fees, materials fees and registration fees, or (b) the portion of the student's foundation grant allowance, adjusted to the pro portion of the school year the post-secondary institution.*
- *Dual enrollment classes do not quality for GPA added value points.*
- *Up to 10 courses overall can be covered under the Postsecondary Enrollment Options Act. For a student that first dual enrolls in:*
 - *9th grade – not more than two courses per year in 9th, 10th, and 11th grade, and not more than four courses in grade 12*
 - *10th grade – not more than two courses in 10th grade, and not more than four courses in 11th and 12th grade*
 - *11th or 12th grade – not more than six courses per year*

For more information regarding dual enrollment options visit

https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html

Academic Program Options at Oxford High School

International Baccalaureate Diploma Programme

The IB Diploma Programme aims to develop students who have excellent breadth and depth of knowledge – students who flourish physically, intellectually, emotionally and ethically. By providing the internationally recognized IB DP pathway, OCS prepares students to thrive in the world that awaits them after graduation and greatly enhances their ability to be accepted into the college or university of their choosing.

The purpose of the IB Diploma Programme is to develop the whole child and prepare them for success in the next level of their education. The IB DP program is universally recognized by universities as one of the most challenging and academically rigorous programs in the world. Due to this established rigor, IB DP students are highly valued by elite universities as evidenced by both increased admittance rates and awarding of credits prior to post-secondary enrollment. Graduates of the IB DP not only prepared to succeed academically, they are also ready to contribute significantly to the culture and capacity of the community they will enter after high school.

The end result of the IB Diploma Programme is to provide students with two diplomas, one from Oxford Community Schools and one from The International Baccalaureate Organization. Even if students do not earn their IB Diploma, they are still excellently prepared for success in college. The Diploma Programme's rigor and required modes of thinking prepares students for success a high level universities world-wide.

IB DP Student Profile – Who should be DP

- Well rounded
- Inquisitive
- Open minded
- Strong work ethic
- Organizational skills
- Desire to question and learn
- Adaptable
- Perseverant



IB Diploma Requirements

The IB Diploma Programme (DP) requires courses in six major areas of study. Students must take three or four courses at the higher level (HL) and the rest at standard level (SL). HL courses are required to meet for a minimum of 250 hours and SL course require a minimum of 150 hours of classroom instruction.

At OHS the following choices are currently offered:

Group 1 (Language A):

- English HL

Group 2 (Language B):

- Spanish SL or Chinese SL

Group 3 (Individuals and Societies):

- History HL (includes History of America's during 11th grade and Twentieth Century Topics in 12th grade)
- Psychology SL – elective

Group 4 (Experimental Sciences), at least one required

- Biology HL or SL
- Physics HL or SL

Group 5 (Mathematics):

- Two years of IB Math, chosen from IB Math Analysis SL/HL or IB Math Applications SL/HL

Group 6 (Arts or Elective):

- Music SL – elective
- Visual Arts SL – elective
- One other course from the Experimental Sciences or Individuals and Societies elective offerings.

To obtain IB diploma candidates must:

- Successfully complete one course from each area of study listed above and complete IB assessments in each area.
- Complete the **Theory of Knowledge** (TOK) course. This is a class which challenges students to reflect critically on diverse ways of knowing and areas of knowledge and to consider the role knowledge plays in a global society.
- Prepare and submit an **Extended Essay** of no more than 4000 words.
- Complete a **Creativity, Action and Service** (CAS) project. This project requires students to perform and reflect on extra and co-curricular activities, portions of which must involve service to the school and/or community.

Full Diploma or Course Certificates Options:

Students completing the Full Diploma Programme must complete and be successful in each of the criteria listed above. Students must also meet the conditions detailed in Section V (Conditions for the Award of the IB Diploma) of the *Diploma Programme General Regulation*.

Students may also choose to complete individual Course Certificates. A student who chooses to take one or more IB courses without completing the full Diploma Program requirements has the opportunity to earn IB Certificates in those classes. A certificate student participating in an IB class must complete all internal and external assessments for that course. Students who complete an IB course and pass the exam will receive an IB certificate in the given subject. Please note that the IB Registration fee will be due during each year a student wishes to test for individual course certificate

IB DP Assessment

All IB DP courses will be graded by Oxford High School instructors for the awarding of grades in compliance with Oxford Community Schools (OCS) and OHS guidelines. Additionally, each IB DP course will include prescribed specific assessments that will be used for determining the awarding of the IB Diploma or Certificate.

All academic courses in the IB Program are assessed in two forms, both internally by the instructor and externally by the International Baccalaureate Organization (IBO). The quality of the candidate's work rests with over 4000 examiners worldwide, led by chief examiners with international authority in their fields adhering to uniform standards set by the IBO.

Each student completes internal assessments: essays, recorded oral presentations, portfolios, or lab work done within the curriculum. These assessments are scored against specific rubrics and scores are submitted to IB. Samples of student work, selected randomly, are rescored by an examiner assigned by IB in order to maintain standardized application of the rubric. Students complete the process with examinations during May of their junior and senior years.

The points awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. Therefore, the highest total that a Diploma Program student can be awarded is 45 points.

The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in Creativity, Action and Service (CAS). The CAS project is studied throughout the Diploma Programme; CAS involves students in a range of activities alongside their academic studies. CAS is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS. The CAS project enables students to enhance their personal and interpersonal development by learning through experience.

Student Fees in IB Diploma Programme

For the 2020-2021 school year the total cost of a full IB Diploma Programme Candidate is approximately \$714. These fees of \$119 per IB exam taken. The cost is subject to change based on the IBO adjusting test and registration fees.

If a student chooses to pursue individual course certificates, there will be a testing fee of \$119 for each IB exam taken. These fees will be non-refundable once the registration process has been completed. For information on the course certificate option please consult with your counselor or IB DP Coordinator.

Financial assistance and payment plans may be available to students who are in need of these services. OCS is committed to ensuring that all students have access to the IB program. Students should contact the Diploma Programme Coordinator for more information and help in this process.

Application/Registration for the IB Diploma Programme

Students interested in pursuing the IB Diploma should contact their counselor or the IB DP Coordinator. Once this interest is identified the student will be provided with further information and an application packet to be completed by student and parent or legal guardian. This information and application packet may also be found at www.oxfordschools.org on the Academics page. Students should disclose their intent to enter the Diploma Programme by completing the application process no later than February 1st of their sophomore year and as early as February 1st of their eighth grade year. The earlier a student declares their intent the sooner they will be able to receive targeted counseling services to best prepare them for the coursework recommended to be successful in the Diploma Programme.

For Further information, students should see their counselor or IB DP Coordinator and/or visit the Oxford Community Schools website at www.Oxfordschools.org

Advanced Placement Courses

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. Many Oxford High School teachers are trained and certified AP teachers. AP courses are more demanding than regular high school classes and are similar to first-year college courses. Most colleges and universities grant placement and course credit to students who obtain high scores on the examinations. AP Exams are offered in May at a student cost of approximately \$94. Students are not required to take the AP Exam in order to receive high school credit, but students are encouraged to take the exam for a chance to earn college credit at many universities or colleges. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For information on what AP courses to choose from, please view our course offerings and course sequence flow charts. For additional information or to see what courses may be an option for you, please see your counselor.

Oxford Schools Early College

Oxford Community Schools District's Early College program (Oxford Schools Early College) is a rigorous five-year high school, combining the best of the high school with an early college experience. Oxford Schools Early College (OSEC) is a program within Oxford High School and offers both online/virtual and face-to-face instruction to enable students to earn their high school diploma and 60+ transferable college credits. OSEC provides a supportive educational environment through the use of Mentor Teachers for students throughout Oakland County, as well as, all contiguous counties. Students have the opportunity to earn college credits from Rochester University, Macomb Community College, Mott Community College, or Washtenaw Community College before graduating as a high school student.

Through the district's early college program, students will have the opportunity to begin earning postsecondary credit when they meet the standards of the formal application process which involve the following criteria: written essays, letters of recommendation, dual enrollment qualifying scores set by the State of Michigan and meet eligibility criteria set by the OSEC and Rochester University or Macomb Community College or Mott Community College. The early college program will enable students to earn 60+ college credits in the program of study they wish to pursue, according to their Educational Development Plan (EDP).

Post-Secondary Credits Expected Academic Year

Students will enroll in dual-enrolled credits with the approval of the OSEC counselor or OSEC administrator. The possible number of college credits per year is as follows:

- Grade 9 ~ 0 college credits
- Grade 10 ~ 6 college credits
- Grade 11 ~ 12 college credits
- Grade 12 ~ 15 college credits
- Grade 13 ~ 30 college credits

OSEC Graduation Requirements

Curriculum Options

OSEC has different options than any other area early college. As OSEC is under the umbrella of Oxford High School students are able to take their high school courses at Oxford High School or with our sister school Oxford Virtual Academy or any combination of the two. Each option meets the Michigan Merit Curriculum and Oxford Community Schools requirements for graduation.

Graduation Requirements

All students are required to have an EDP. Students, working with their parents, will design a five-year planned program for grades 9-13 plus Capstone. The EDP is filed in each student record and reviewed

Graduation Requirement	Credits		
Mathematics	4	Individuals and Society (Social Studies): 3 Credits U.S. History & Geography (1 credit) Economics (½ credit) U.S. Civics (½ credit) World History & Geography (1 credit)	
Language Arts	4		
Science	3		
Social Studies	3	Language and Literature (Language Arts): 4 Credits Language Arts 9 (1 credit) Language Arts 10 (1 credit) College Comp A & B (1 credit) College Literature Course (1 credit)	
World Language	2		
Physical Education	.5		
Health	.5	Mathematics: 4 Credits Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) 1 credit during Year 4 Math-related course in Year 5	
Visual and Performing Arts	1		
OSEC Capstone Project	1		
College & Career Prep Freshman or Sophomore Yr.	1	Sciences: 3 Credits Biology (1 credit) Biology (1 credit) Chemistry (1 credit) OR Chemistry or Physics (1 credit) Physics (1 credit) Science Elective (1 credit)	
SAT Preparation Recommended	.5	Language Acquisition (World Language): 2 Credits *Must be sequential courses	
Remaining Electives	4		
Total High School	24	Physical Education: ½ Credit Health Education: ½ Credit Visual and Performing Arts: 1 Credit Capstone Project: 1 Credit College & Career Prep: 1 Credit SAT Preparation: ½ Credit	
Minimum College With MEMCA Certificate	24		

*Note: Students can work with the OSEC staff to “double-dip” college and high school courses

OSEC Expectations

Factors that may affect OSEC student status, the number of dual-enrolled credits a student may enroll in, and subsequently each calendar school year include, but are not limited to:

- 1) Academic Performance – Students who fall below a 3.0 (B average) in college and/or high school coursework will be placed on academic probation. Academic success is measured by receiving a grade of B- or better in every high school and college course. Both “I” and “N” grades are considered less than successful academic performance. Academic probation could include, but are not limited to mandatory tutoring time, decreased opportunity to take college courses, and/or removal from Oxford Schools Early College
- 2) Qualifying Tests Scores – Students must meet the qualifying test scores to be able to dual enroll. As this is the major aspect of the early college program, students must meet this requirement to remain an Oxford Schools Early College student.
- 3) Behavior Concerns – A student whose behavior is problematic and engages in prohibited behavior(s) identified in the Oxford Schools’ Student Code of Conduct will be limited to take fewer college courses to prevent the likelihood of such behavior occurring in college courses.
- 4) Honesty is expected at all times. ALWAYS be transparent when struggling with a course!
- 5) Meeting with an academic advisor at the college, prior to the start of each semester is a must!
- 6) Academic performance of 3.0 and above is expected. Remember, C- courses do not transfer. Students with low grades will be on academic probation, having stricter requirements to fulfill with their mentor
- 7) ADDING or DROPPING a class after the beginning of a semester **MUST** be OSEC APPROVED! There are specific dates in which full payment is returned. Failure to speak with OSEC before making any changes will result in OSEC’s inability to pay for courses and/or **you will be responsible for the tuition of any dropped course.**
- 8) College Books: ALL RU books are to be listed on OSEC order form in order to ensure payment. OSEC will contact you when books we are ordering are ready to be picked up at Oxford High School in the OSEC rooms.
- 9) Outstanding Tuition Balance – A student who has an outstanding tuition balance for college courses will not be allowed to enroll in additional college courses until the obligation has been satisfied. Tuition and associated fee responsibilities are further explained below. Parents/students will be required to pay for tuition, fees, and other associated costs if:
 - a. The student enrolls in courses and/or credit hours without OSEC counselor or director’s written approval.
 - b. The student enrolls in courses/credit hours that exceed the maximum credit hours allowed by OSEC during any semester.

The student enrolls in any courses/credit hours during the summer semester

Assessments/State Testing

Mandated State Testing

SAT & WorkKeys (All Juniors must complete)

-Early Spring

M-STEP (All Juniors must complete)

-Early Spring

The 11 th grade M-STEP involves online testing in the areas of Science and Social Studies.

PSAT (All Freshmen & Sophomores must complete)

-Early Spring

9 th and 10 th grade students will be taking the preliminary SAT in preparation for the SAT.
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Optional Testing

PSAT/NMSQT (Optional for Juniors)
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-Early Fall

Preliminary SAT/National Merit Scholarship Qualifying Test.

Register in OHS Counseling Office.

SAT

To locate additional test sites and see additional testing dates and locations visit the SAT website at www.collegeboard.org .
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ACT

To view test dates, locations and register for the ACT, go to www.actstudent.org .
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The successful completion of all state-mandated tests is a requirement for graduation. All tests, with the exception of the ACT, will be given at Oxford High School.

Resources to Assist Student in PSAT and SAT Preparation

The College Board Website: The College Board website, <https://collegereadiness.collegeboard.org/>, provides valuable information on what to expect from the new versions of the PSAT and SAT tests. In addition to an overview of each of the tests, the College Board site provides details on test dates, success tips, sending scores to colleges, as well as a few scholarship opportunities – including scholarships for practicing SAT skills. Most importantly, the College Board site offers free practice opportunities through the Khan Academy that have shown much success in increasing student scores.

Khan Academy: The Khan Academy has developed, in partnership with the College Board, a personalized course for students to improve their SAT performance. Once a student links their College Board account with their Khan Academy account, Khan Academy will create a course specific to the individual student based on the results of their previous PSAT and SAT performance. Studies have shown, and we have witnessed with several students, that with as little as six hours of Khan Academy practice, student scores can rise significantly. For more information on how to link your student's College Board account with their Khan Academy account please visit <https://www.khanacademy.org/sat>. The site also includes a link for parents on strategies they can use to assist their student's improvement journey. For more information on the benefits of using the Khan Academy for PSAT and SAT practice visit <https://collegereadiness.collegeboard.org/sat/practice/khan-academy>.

It is important to note that just 15 minutes of Khan Academy practice a day can increase SAT scores by 40 to 100 points! This performance increase is often the difference needed when applying to college and receive scholarships. The effort has proven to be well worth the time.

Summary of Links to Assist You and Your Student:

<https://studentscores.collegeboard.org/home> – Direct link to obtain a student's individual full score report. The access code located on the front of your student's score report will be helpful in accessing their account.

<https://collegereadiness.collegeboard.org/> - General overview of the SAT Suite of assessments. Test details, registration dates, useful tips, sending scores to colleges, test preparation, and some scholarship information.

<https://www.khanacademy.org/sat> - Direct link to the Khan Academy and College Board partnership to be able to begin customized practice for your students. **It is important to note that just 15 minutes of Khan Academy practice a day can increase SAT scores by 40 to 100 points!**

<https://opportunity.collegeboard.org/> - Earn scholarships for practicing and building skills using the Khan Academy and fulfilling a few simple – yet very important – tasks on the College Board website. This site allows students to become eligible for scholarships for doing the things they should already be doing in preparation for life after high school.

<https://collegereadiness.collegeboard.org/sat/practice/khan-academy> - More information on the benefits of using the Khan Academy for PSAT and SAT practice and skill building.

If you have any more questions regarding the PSAT or SAT practice, please do not hesitate to contact the OHS Counseling Office

Academic Progress

Report Cards

Report Cards are no longer mailed but can instead be viewed on PowerSchool and will be distributed via school messenger.

Grades and attendance may be checked daily on PowerSchool by parents/guardians, to better monitor your child's academic progress and attendance. If you do not have internet access, please contact the Counseling Office for alternate methods for obtaining reports, 248-969-5150.

Transcripts

Transcript requests should be completed online. Oxford High School has joined forces with Naviance to bring you a safe, quick and paperless way to send transcripts directly to the colleges you choose. It's easy secure and available 24/7. To request a transcript go to the Naviance link on the High School counseling website or go to <https://student.naviance.com/oxfordhigh>. Transcripts are free up to August 1st of your graduation year.

SAT & ACT Test Scores

Oxford Community Schools does not have the ability to send ACT or SAT test scores with the transcript. Students need to request their scores directly from the test agencies, either www.actstudent.org or www.collegeboard.com to each college.

Academics Honors

Honor Roll

Students who received a semester grade point average of 3.0 or higher have earned a place on the Honor Roll.

Undergraduate Honors

Sophomores, Juniors, and Seniors will be recognized for their previous school year accomplishments at an Awards program each September. The follow GPA averages will be used to determine academic honors awarded each September.

Sophomores	Juniors	Seniors
Cumulative GPA: 3.3-3.49 receive Certificate 3.5-4.00 receive Pin	Cumulative GPA: 3.3-3.49 receive Certificate 3.5-4.00 receive Academic Letter	Cumulative GPA 3.3-3.49 receive Certificate 3.5-4.00 receive Pin or Academic Letter

Recognition at Senior Awards Night and Graduation

Graduating Seniors with a 3.3 or higher will be invited to Senior Awards night and presented with the following:

Cords Determined by cumulative GPA <ul style="list-style-type: none"> • ≥ 3.85 Summa Cum Laude – Gold Cords • 3.70-3.849 Magna Cum Laude – Silver Cords • 3.50-3.699 Cum Laude – White Cords 		Medals Determined by Scholar Rank <ul style="list-style-type: none"> • Top Scholar –Recognition of the top 25 students based on accumulative GPA and SAT score (Scholar Rank) • Salutatorian • Valedictorian
Stoles <ul style="list-style-type: none"> • IB Full Diploma Candidates • OSEC Candidates 	Departmental Awards Recognition for students who have achieved academic success in a specific field of study.	

Seal of Biliteracy:

The Michigan Seal of Biliteracy is an award presented to students who have demonstrated proficiency in English and at least one other world language by high school graduation. Proficiency is determined by obtaining a qualifying score on one of the following assessment

-Advance Placement Language Test - 4.
-IB Diploma Language HL – 4

- IB Diploma Language SL –
-STAMP4S – High Intermediate

If a student qualifies for the Seal of Biliteracy before senior graduation ceremonies, the award will be recognized:

1. Senior Awards Night
2. Noted in graduation program
3. Seal of Biliteracy affixed to diploma
4. Noted on transcript



For more information about the Seal of Biliteracy please see the Seal of Biliteracy section in the document.

The Oxford Cup

Since 1930, the Oxford Cup has been awarded annually at the Oxford High School commencement ceremony to the senior (or seniors) at the top of the graduating class in scholarship who have shown the best all-around development. The selection of the top male and female senior student is made by the junior class, senior class, and members of the high school faculty based upon academic proficiency, well-balanced development, and superior school citizenship.

Starting in 2012 the Oxford Cup has been awarded to the top male and female vote recipients.

Eligibility Criteria:

- All OHS students who have been enrolled at Oxford High School for three years.
- All OSEC students who are in his or her 4th year and have attended OHS for the majority of their core course work at Oxford High School. (minimum of three years).
- To be eligible, students must not have been subject to significant discipline including suspension *and academic dishonesty*.
- One male winner and one female winner will be awarded each year.

Process:

- Top 33% of OHS senior male students and top 33% of OSEC 4th-year OHS-seated male students are placed on male segment of ballot. Top 33% of OHS senior female students and top 33% of OSEC 4th-year OHS-seated female students are placed on female segment of ballot.
- Eligible voters vote for top three male candidates and top three female candidates. Each vote counts as 1 point. After vote total is counted for each group (staff, seniors, and juniors) of voters, the votes are weighted to determine a male recipient and a female recipient.
- Votes will be weighted in the following manner:
 - OHS staff (50%), OHS seniors and OSEC 4th-year OHS-seated students (30%), and OHS juniors and OSEC 3rd-year OHS-seated students (20%)
 - The OHS Principal is responsible for validating the election results

Weighted GPA Calculation

$$GPA = \frac{\text{Total Grade Points Earned (factoring added AP and IB values)}}{\text{Total Credits Attempted}}$$

Oxford High School uses using a weighted system for calculating a student's GPA that factors in the rigor of academic courses taken. The above formula provides the basis for a student's weighted GPA.

In order to prevent the possibility of disadvantaging students who take additional coursework beyond the seven period day, a student may choose to exempt zero or eighth hour courses from his/her GPA calculation. This applies only to non-core academic course. The exemption option is available only if the total number of credits earned at Oxford High School exceeds the total number of credits possible assuming a full-time course load. Students eligible for and wishing to select this option should notify their counselor prior to their senior year.

Weighted GPA Criteria

- All OHS Advanced Placement (AP) and IB Diploma SL and HL level course.
- All Online and transfer AP and IB Diploma SL and HL level course.
- For AP courses, a +0.5-point adjuster will be awarded for the successful completion of the course.
- For IB Diploma courses, a +0.5-point adjuster will be awarded for each course upon successful completion including all internal assessments.

Note: For IB DP Groups 2 and 6 – IB SL designation will only be given in the single year official IB assessments are taken.

Advantages of Weight GPA

- Students will be encouraged to challenge themselves with academic rigor of AP and IB Diploma level courses. This will assist learners with:
 - College entrance and course resume
 - Improving SAT scores (college entrance), and
 - Allow for better academic preparation for successful college experiences

Graduating Seniors – Scholar Rank

The mechanism used to calculate Top Scholar class standing is based upon a 100* point system, with a score of 100 representing a 4.0 GPA and a perfect 1600 on the SAT. Weighting factors will be calculated within a student's GPA, which adds 0.5 to a student's grade point in specified AP and IB courses. Once the SAT scores are recorded, it will then factor into a student's scholar ranking with the student's GPA representing 80% and the SAT representing 20% of the scholar ranking score.

The Scholar Ranking Formula therefore is:

$$\frac{\text{GPA}}{4.0} * 80 + \frac{\text{SAT}}{1600} * 20 = \text{Total Scholar Points}$$

Examples:

Student 1	GPA	4.02	$\frac{4.02}{4.0}$	*	80	+	$\frac{1450}{1600}$	*	20	=	98.525	Rank 1
	SAT	1450	4.0									
Student 2	GPA	3.94	$\frac{3.94}{4.0}$	*	80	+	$\frac{1150}{1600}$	*	20	=	93.175	Rank 2
	SAT	1150	4.0									
Student 3	GPA	3.51	$\frac{3.51}{4.0}$	*	80	+	$\frac{1250}{1600}$	*	20	=	85.825	Rank 3
	SAT	1250	4.0									

*It is *possible* to have a total scholar point value larger than 100.

Summary

Different colleges and universities use a variety of ranking methods by academic standing or GPA. The OHS Scholar Rank system will help our students compete with their peers for college admittance and

scholarship eligibility. This system will also help OHS recognize its top academic scholars and encourage students to take courses that will help them be more successful at post-secondary education.

GPA Rank

- GPA used for GPA Rank
- Recognize students for being 3.30 to 3.49
- Recognize these students as Honorable Mention Students
- Presentation of Cords to denote academic standing
- Denote in program
- ≥ 3.85 Summa Cum Laude (Gold Cords)
- 3.70 – 3.849 Magna Cum Laude (Silver Cords)
- 3.50- 3.699 Cum Laude (White Cords)

Top Scholar Recognition

- Either recognize top 25 or set a cut score based on formula to recognize students as Top Scholars including Valedictorian and Salutatorian
- Presentation of Medallions to denote academic standing as Top Scholar
- Valedictorian to speak at commencement.
- Top Scholar rankings are subject to change as updated SAT information becomes available. All SAT scores considered for Top Scholar Ranking will be considered final as of April 30th of graduating year.

Note: As OSEC student grades are weighted differently than traditional Oxford High School students will not have completed all graduation requirements prior to graduation, they will be exempted from the scholar rank calculations.

College Preparation

State Universities of Michigan Presidents' Council

RECOMMENDED COLLEGE PREPARATORY PROGRAM

The State Universities of Michigan have agreed that to be eligible for admission to a four-year degree program, a high school student graduating in 1995 and thereafter must successfully complete the following course requirements which are accomplished by taking 4 academic courses each semester.

- English **4 years required**
- Mathematics **4 years required**, including intermediate algebra;
- Biological/
Physical Sciences **3 years required**; 4 years strongly recommended
-to include 1 year of biological science and 1 year of physical science
- History/Social Sciences **3 years required**;
-1 year of American History and 1 year of World History strongly recommended.

Prospective students are also encouraged to complete courses in the following areas:

- World Language **2 years required**; 3 years strongly recommended
- Fine/Performing Arts **1 years required**; 2 years strongly recommended
- Technology **½ year required**; 1 year strongly recommended

The universities recognize that, for a variety of reasons, some students may not be able to complete all the requirements. In such circumstances, students may still be considered for admission and, therefore, are encouraged to apply to the university of their choice.

The standards and requirements for admission are different for each public university and certain programs may have special requirement as well. Whatever your areas of interest, you should get detailed information about specific admissions requirements from your school counselor or from the proper admissions office. In considering your potential to be a successful student, each university looks at your high school record. Factors such as your grade point average, test scores, special abilities, scholastic activities, and work experience are also important.

Potential Division I & II athletes must also comply with NCAA core requirements.

NCAA Eligibility

Division I Academic Standards

Division I schools require you to meet academic standards for NCAA core course, core-course grade-point average (GPA) and test scores. The standards are changing for students who enroll full time for the first time at a Division I school on or after August 1, 2016.

If you enroll **BEFORE August 1, 2018** –

To be eligible to practice, compete and receive an athletic scholarship in your first full-time year at a Division I school, you must graduate high school and meet ALL the following requirements:

Full Qualifier-

1. Complete 16 NCAA core courses:
 - Four years English;
 - Two years math (Algebra I or higher);
 - Two years natural/physical Science (One year of lab, if offered);
 - One year additional English, math or natural/physical science
 - Two years social studies
 - Four years additional courses (Any area listed to the left, foreign language or comparative religion/philosophy
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
 - Seven of the 10 core courses must be in English math or science.
2. Earn a core-course GPA of at least 2.300.
3. Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see chart on next page).
4. Graduate High School.

For further and up-to-date information visit the NCAA websites,

Information for Future NCAA Athletes/NCAA Eligibility Center Main Page

<http://www.ncaa.org/student-athletes/future>

Test Scores and GPA Sliding Scales for Eligibility: The new sliding scores are found here.

<http://www.ncaa.org/student-athletes/future/test-scores>

Grade Point Average in Core Course Requirements:

<http://www.ncaa.org/student-athletes/future/grade-point-average>

Division II Academic Standards

Division II schools require college-bound student-athletes to meet academic standards for NCAA core courses, core course grade-point average (GPA_ and test scores. The standards

are changing for students who enroll full time for the first time at a Division II school on or after August 1, 2018.

Full Qualifier-

If you enroll **BEFORE August 1, 2018** –

To be eligible to practice, compete and receive an athletic scholarship in your first full-time year at a Division I school, you must graduate high school and meet ALL the following requirements:

1. Complete 16 NCAA core courses:
 - Three years English;
 - Two years math (Algebra I or higher);
 - Two years natural/physical Science (including one year of lab, if offered);
 - Two years social studies;
 - Three years additional (English, math, or natural/physical science);
 - Four years additional (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy);
 - Complete 16 core courses
2. Earn a core-course GPA of at least 2.200
3. Earn the ACT/SAT score matching your core-course GPA on the Divisions II full qualifier sliding scale (see next page);
4. Graduate high school.

For further and up-to-date information visit the NCAA websites,

Information for Future NCAA Athletes/NCAA Eligibility Center Main Page

<http://www.ncaa.org/student-athletes/future>

Test Scores and GPA Sliding Scales for Eligibility: The new sliding scores are found here.

<http://www.ncaa.org/student-athletes/future/test-scores>

Grade Point Average in Core Course Requirements:

<http://www.ncaa.org/student-athletes/future/grade-point-average>

CTE Information

Career Pathways

Career Pathways align vocational and academic education within six career clusters to help students and teachers make meaningful connections between education and emerging employment trends. All Oxford High School courses are listed in one or more pathway.



This cluster includes the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products and resources.



This diverse Career Cluster prepares learners for careers in designing, planning, managing, building and maintaining the built environment..



This cluster offers two different avenues of concentration: Careers in the Performing Arts, Visual Arts or certain aspects of Journalism, Broadcasting and Film. The Arts, A/V Technology, & Communications Career Cluster includes designing, producing, exhibiting, performing, writing, and publishing multimedia content. Performing art includes acting, dancing, singers and musicians.



The Business Management and Administration Cluster prepares learners for careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.



The Education & Training Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.



The Energy Career Cluster prepares individuals for careers in the designing, planning, maintaining, generating, transmission, and distribution of traditional and alternative energy.



The Finance Career Cluster focuses on money management, including planning, investing, and spending. Opportunities expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.



The Government & Public Administration Career Cluster includes planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.



The Health Science Career Cluster includes planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development.



The Hospitality & Tourism Career Cluster encompasses the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.



The Human Services Career Cluster prepares individuals for employment activities related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.



Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.



The Law, Public Safety, Corrections, & Security Career Cluster prepares individuals for employment relating to emergency and fire services, legal services, protective services, and homeland security.



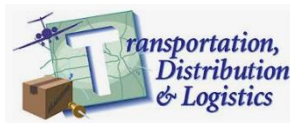
This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.



Marketing is the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing Career Cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.



The Science, Technology, Engineering, Mathematics Career Cluster means planning, managing, and providing scientific research and professional and technical services. (e.g., physical science, social science, engineering).



The Transportation, Distribution & Logistics Career Cluster encompasses planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

Oxford High School State-Approved CTE Program	Visual, Performing or Applied Arts Exchange Credit**	World Language Exchange Credit* (4 th Level Language Only)	Science Exchange Credit*	3 rd year Science Credit*	Economics Credit*	Algebra II Credit*	4 th year Math Credit**
Automotive Technology -Program Completer After 2 years* (Auto I, Auto II)	✓	✓	✓				✓ Auto I or II or III
Business Management & Administration -Program Completer After 2 years* (1 year if doubled) (Business Management, Business Strategies, Financial Management I & II)	✓	✓	✓				✓ Financial Mgmt. I & II
Computer Programming -Program Completer After 1 year* (Computer Science Principles)	✓	✓	✓	✓			✓ CSP or Programming & Gaming or AP
Digital Multi-Media & Information Resources (IT) -Program Completer After 1 year* (Digital Imaging Technologies)	✓	✓	✓				
Engineering -Program Completer After 1 year* (Intro to Engineering Design)	✓	✓	✓	✓ After CIM Only		✓ After POE Only	✓ IED or CIM or POE
Finance -Program Completer After 1 year* (Accounting I)	✓	✓	✓				✓
Marketing -Program Completer After 1 year* (Marketing Concepts)	✓	✓	✓		✓		
Mechatronics -Program Completer After 2 years* (Mechatronics/Robotics Engineering 1, Mechatronics/Robotics Engineering 2)	✓	✓	✓				✓ Mech/Robotics I or II
Radio, TV & Broadcast Technology -Program Completer After 1 year* (Radio, TV & Film I)	✓	✓	✓				
Health Science -Program Completer After 1 year* (Medical Foundations)	✓	✓	✓	✓			✓ Medical Foundations or PCT

*Upon completion of a state-approved CTE program, OHS students may use the additional credit options listed in the above categories indicated by a check-mark.

**To earn the 4th year Math credit or the VPAA Exchange credit, you do not need to be a program completer, only successfully pass the specific course, only if taken during year Senior year.

When considering replacing/exchanging credit, the process begins with your Counselor to review your four- year high school and post-secondary plans. -

Credit exchange used in a core area will result in an increase in the total number of electives requires, the total number of credits needed for graduation does not change.

Post-Secondary Articulation Options



Agreements between Oxford Community Schools and various two-year, four-year, and vocational institutions allow for articulation of credit for students to earn college credit in their high school CTE courses. An agreement is developed with an institution if the skills and competencies acquired by students are the same, thereby benefiting the students as they continue in a related program of study. Students are able to apply for college credit after *completing* approved career technical education programs.

Auto Technology	Business	Computer Programming	Finance	Engineering	Digital Multimedia	Marketing	Mechatronics	Radio & TV	Health Science
Alpena Community College	Baker College	Baker College	Baker College	Baker College	Davenport University	Alpena Community College	Davenport University	Baker College	Baker College
Baker College	Ferris State University	Davenport University	Davenport University	Davenport University	Ferris State University	Baker College	Kirkland Community College	Davenport University	Davenport University
Delta College	Kirkland Community College	Ferris State University	Ferris State University	Eastern Michigan University	Kirkland Community College	Kirkland Community College	Lawrence Tech University	Ferris State University	Ferris State University
Ferris State University	Lake Superior State University	Kirkland Community College	Kirkland Community College	Ferris State University	Macomb Community College	Lake Superior State University	Washtenaw Community College	Washtenaw Community College	Lake Superior State University
Kirkland Community College	Mid-Michigan Community College	Washtenaw Community College	Lake Superior State University	Kettering University	Mid-Michigan Community College	Macomb Community College			Oakland Community College
Macomb Community College	Oakland Community College		Macomb Community College	Lawrence Tech University	Oakland Community College				Washtenaw Community College
Mid-Michigan Community College	Washtenaw Community College		Mid-Michigan Community College	Oakland Community College	Washtenaw Community College				
Washtenaw Community College			Oakland Community College						
University of Northwestern Ohio			Washtenaw Community College						

CTE Courses

Automotive Technologies

Auto Repair & Maintenance

7572

Grades: 9-12

One Semester: ½ credit

Prerequisite: none

This course is designed for the interested student who wants to learn automotive service, and may be interested in continuing in the auto technology program. The course provides the student with an understanding of how the automobile parts and systems work together on modern vehicles. Commonly used shop hand and power tools are taught along with safety concerns. Shop equipment use is presented, and time is provided for students to train on correct use of the tire machine, tire balancer, hoist, arc welder, MIG welder, and oxy-acetylene torch. In addition to the shop equipment, vehicle maintenance inspections and service is also taught. Students are taught skills necessary to service their own, family members' or shop vehicles. This program will help students develop skills in problem solving and vehicle service, allowing them to save time & money in automobile repairs. It also provides helpful information for any student who needs to operate or maintain a vehicle both now and in the future and also lays a solid foundation to continue in the Auto Technology Program.

Auto Technology I

7922 & 7923

Grades: 10-11

Two Semesters: 2 credits (block)

Prerequisite: Auto Repair or instructor approval

This course is intended for the more serious student who would like to improve their knowledge base for personal use or to pursue a career path in automotive technology. The automotive technology program currently has many articulation agreements with local colleges and trade schools. This means that auto tech students can get college credit for their auto training in our high school program. The areas of suspension systems, steering, and wheel alignment are all taught in enough depth to prepare the student to take and pass the State Certification test in Front End & Wheel Alignment. Students are given both class and lab time to develop the necessary skills to obtain certification if they desire. Students review and apply the skills they learned to perform front end service and alignments on a four-wheel computerized alignment machine. Braking system operation, service and anti-lock braking systems are also taught in this segment. In addition, traction control and stability control systems are presented. Students are encouraged to compete in the annual brake service competition. Lab time is provided for students to develop skills in servicing braking systems. In the second semester, this class presents the fundamentals of basic electricity and its application to electrical systems used in the modern automobile. Electrical circuits, symbols, diagrams, and types of electrical fault are all covered in this class. Electrical circuit troubleshooting and common point diagnosis are emphasized so the student can apply this knowledge of troubleshooting to any circuit in the automobile. Batteries, starting and charging system operation and diagnosis are also taught. Electrical skills and knowledge is further reinforced as the students study lighting systems, wipers, horns, and other power accessories. Lab time is used to reinforce the skills learned in diagnosing electrical system problems. This is the first of a three-part segment in electrical instruction and should be followed with Auto Technology II.

Auto Technology II

7932 & 7933

Grades: 11-12

Two Semesters: 2 credits (block)

Prerequisite: Auto Technology

This is the second part of a three-part segment designed to teach students electrical diagnosis and repairs. This course continues the student's electrical training with instruction on electrical accessories and ignition systems. This leads into engine performance and drivability training. Computer systems and operation are taught along with advanced diagnostics and performance troubleshooting. Students are taught to interpret computer data stream information and see the relationship between the cause of a malfunction and effect it has on other systems such as fuel and emissions. In the second semester, this course focuses on engine performance problems and their symptoms and causes, and is the third part of a three-part series. Ignition system testing and fuel system service are both taught. Systems scan tools are used to interface with the on-board computers to retrieve fault codes, display data stream information and assist in troubleshooting procedures. Students are taught to recognize and associate common engine performance symptoms with likely causes. Various types of fuel injection systems are taught as well as their principles of operation and diagnostic and testing procedures. The engine performance is then tied into vehicle emissions and the emissions control systems used. Emissions testing and the relationship between engine performance and emissions levels are emphasized.

Auto Technology III

7942 & 7943

Grades: 11-12

Two Semesters: 2 credits (block)

Prerequisite: Auto Technology II

In this class, students learn the principles of operation for a four cycle automotive gasoline engine and how they differ from the diesel and two stroke engines. Students are exposed to engine design and construction and material differences, basic service procedures and operations. Engine block, cylinder head and front end operation and service is taught. Cooling, and lubrication system operation and service are included in this segment. Students are also taught how to perform engine block service such as cylinder measurements, honing, torqueing procedures and cylinder head rebuilding. Cylinder heads are checked for cracks, warpage, valves and seats are ground, springs tested, etc. Tuned and ram induction are taught along with performance training in choosing camshafts, crankshafts, pistons, rods, and more. In the second semester this class will present the construction and operation of conventional manual transmissions and transaxles. Both the fundamentals of operation and transmission service are taught. Students will also study different types of driveline and their required service. Clutches, clutch release systems, and dual clutch systems will be presented. Differential parts, operation and overhauls will be covered in this class as well. Performing required inspections, measurements and adjustments on differentials will be taught as a part of this class. Transfer case types and operation, locking hubs and four-wheel drive systems will be presented. This class also focuses on the principles of operation of the Automatic transmission and service procedures. Parts and operation are covered before introducing the student to service techniques. Pressure tests and air tests are taught as students learn testing and overhaul operations. Students completely disassemble and rebuild either a transmission or transaxle in this class. During the transmission overhaul, students are asked to trace the power flow through the planetary gear train, noting which components are being held reactionary and how. The air conditioning system principles of operation and system service is also taught in this segment. Lab time is provided to students to service their own and customer vehicles.

Business, Management & Administration

Business Strategies

0205

Grades: 10-11

One Semester: ½ credit (block)

Prerequisite: none

Want to get ahead of the competition and learn how to market your business and employability skills? If so, this course is a must for your future! In this course, students explore potential future careers, create effective employment documents, learn successful interviewing and negotiating skills, and discover professional global workplace etiquette. In order to explore careers, students will complete self-assessments, delve into the specific skill sets necessary for various careers, and conduct a job shadow in their career of interest. For employment preparation, students complete a viable resume, reference page, job application, letter of application and thank you letter. Additionally, students learn and model effective interviewing and salary negotiation skills, along with developing leadership, teamwork and workplace strategies. Students will also learn and utilize cloud file management, digital time management tools, professional email skills and Microsoft Office programs during this course.

Business Management

0055

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

This course will allow students to develop business skills relating to teamwork, collaboration and leadership in the workplace. Students apply technical skills to address global business applications. Students will develop a foundation in economic, financial, technological, international, social, ethical and legal aspects of business. This course will introduce the concept of how to manage and motivate employees and will include theories and practices of global communication, while learning about real-world businesses. The focus of this class is to provide students with the necessary skills in critical thinking and decision making to competently function in the ever-changing global society. This course utilizes college level reading materials.

Financial Management I

0395

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

This class will help students learn about budgeting, student loans, car loans, taxes and topics that will be beneficial outside of High School. Financial literacy is essential in meeting the financial challenges of the 21st Century. The competencies which form the basis for this course enable students to analyze their personal financial decisions, evaluate the costs and benefits of their decisions, recognize their rights and responsibilities as consumers, and apply the knowledge learned in school to financial situations encountered later in life. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help students make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. The concepts taught in this class will show students how to take control of their money, build wealth and to help avoid huge money mistakes down the road. Real world topics covered are budgeting, student loans, car loans, college expenses, consumer awareness, careers & employee benefits, and income and payroll taxes.

Financial Management II

0396

Grades: 10-12

One Semester: ½ credit

Prerequisite: Financial Management I

This course is a continuation of Financial Management I. Students will also learn to apply decision-making skills to evaluate credit & debt decisions, banking options, budgeting, risk management & insurance, savings & investing spending choices and setting personal goals. The course content is designed to help the student make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success. Every day, every lesson will matter. These lessons will make a difference in the choices you make with money every day of your life.

Digital Multi-Media and Information

Digital Imaging Technologies

0499 & 0500

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

This course provides a survey understanding and experience via hands-on, project based education in design, development, and execution of projects in multimedia systems. It will provide an overview of Microsoft Imagine Academy software leading to an opportunity to obtain Microsoft certification in Word. Students will develop skills and knowledge in principles of design, cloud computing, web development, drone flight, presentation skills and collaboration.

Web Design I

0502

Grades: 9-12

One Semester: ½ credit

Prerequisite: Digital Imaging Technologies

Web Page Design is a hands-on class intended for students who desire exposure to the top rate, highly sought skill of designing and creating diverse products for the Internet. Whether they want to simply learn how to become more proficient with Internet technologies or whether they intend to have a career relating to technology, this class would be valuable to their future. In this course, students engaging in problem solving and higher-level thinking as they gain an understanding of successful web design concepts and techniques that are essential to planning, creating, testing, publishing, and maintaining Web sites. Students learn and apply the essentials of Web site layout, graphics, color, and multimedia, while demonstrating the maintenance and continuous improvement to a Web presentation. In order to develop real-world technology talents, students use HTML5, CSS coding, Dreamweaver, and Photoshop to produce high quality Web pages.

Web Design II

0502

Grades: 9-12

One Semester: ½ credit

Prerequisite: Demonstrated success in Web Design I with a B or better

The Web Design II class will provide students with the opportunity to learn to create professional, responsive, quality Websites and business documents utilizing effective Web Design principles, planning and practices. During the course, students will learn to create Web pages using HTML5. During the course, students will learn to create Web pages using HTML5, CSS, JavaScript, Dreamweaver, Photoshop, and online template sites. Students will create and maintain Web sites, including personal sites and sites for mobile devices, businesses and the community.

Digital Creations I**0349***Grades: 10-12**One Semester: ½ credit**Prerequisite: Digital Imaging Technologies*

The course is a visually oriented history of the development of photography, as well as, an exploration of the fundamental principles, techniques and application of camera-based image and printmaking. Technical skills for digital photography are covered including refinement of exposure, post-image capture processing, and digital manipulation using Adobe Creative Suite.

Digital Creations II**0350***Grades: 10-12**One Semester: ½ credit**Prerequisite: Digital Imaging Technologies and a B- or better in Digital Creations I*

Extends the students' knowledge of technique and guides them in developing personal outlooks toward specific applications of the photographic process. Reinforces the principles of photography and fundamental camera techniques. Provides weekly class critiques of students' work. Centers on specific problems found in critiques. Includes working procedures and develops skills for the purpose of visual communications.

Graphic Design**7451***Grades: 10-12**One Semester: ½ credit**Prerequisite: Digital Imaging Technologies and a B- or better in Digital Creations I*

Extends the students' knowledge of technique and guides them in developing personal outlooks toward specific applications of the photographic process. Reinforces the principles of photography and fundamental camera techniques. Provides weekly class critiques of students' work. Centers on specific problems found in critiques. Includes working procedures and develops skills for the purpose of visual communications.

Computer Programming

Computer Science Principles

0497 & 0498

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

Computer Science Principles introduces all students to the foundational concepts of computer science and programming. Students will be exposed to and practice fundamental programming and problem solving concepts. This course challenges students to explore how computing and technology can impact the world. With a unique focus on creative problem solving through the development of real-world applications, Computer Science Principles prepares students for college and career. This course is designed for all students. To be eligible to sit for the AP exam, students must take both semesters. AP Computer Science Principles exam is optional.

Computer Programming and Gaming

0503 & 0505

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Computer Science Principles

This introductory programming course is project based and will cover the fundamentals of computer programming and game design by following a real-world design and process. This course exposes students to object-oriented programming and teaches fundamental programming concepts through the context of video games. Students will learn the basics of computer coding languages such as Snap and Python.

Advanced Placement (AP) Computer Science A

0555 & 0556

Grades: 10-12

Two Semesters: 1 credits

Prerequisite: Algebra and Computer Science Principles or teacher approval

This a year-long course designed to help students master the basics of Java programming language with an emphasis on problem solving methods. This class will expose students to the programming skills that will reflect those on the exam. In order to successfully pass the AP[®] Computer Science A Exam at the end of the school year, students must take both semesters. AP exam is optional.

Finance

Computerized Accounting I

0372 & 0373

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

Articulation Agreements: Baker College, Davenport University and other may be available

Did you know that accounting jobs are expected to increase by 22% from 2010 – 2018? A Bachelor's in Accounting is one of the most in-demand degrees and highest-paid professional careers for students upon college graduation. In this class, students learn the language of business (accounting) by analyzing and journalizing business transactions, keeping a ledger for a fictional company, and creating/updating financial statements of a sole proprietorship and a partnership. Financial information will be processed both manually and through computerized software (Aplia and Automated Accounting). This class prepares students for a variety of careers in the accounting and finance fields and is strongly recommended for students on the business, management, marketing and technology career pathway. Upon completion of this course, students will possess the skills to meet entry-level classifications in the Accounting Field.

Marketing

Marketing Concepts: Sports Marketing & Entrepreneurial Concepts

0242 & 0243

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

This full year class provides an overview of marketing concepts using sports, entertainment and entrepreneurial perspectives. Students will explore a variety of interesting and exciting marketing topics that include sales, advertising and promotion, marketing research, financing, product and service planning, and pricing. The formation and operation of —Fantasy Football teams and the operations of concert venues as well as theme parks such as Cedar Point are just a few examples of the use of sports and entertainment marketing that will be explored during this class. The class also teaches entrepreneurial topics and concepts such as methods for analyzing potential markets and competition, setting achievable goals and development of a strategic business plan. Understanding the probability of risks, along with developing crisis management, disaster recovery and business continuity plans, will provide students with a solid basis in their understanding of entrepreneurial skills. The use of computers and technology are very important skills learned. Participation in the DECA Club and the opportunity to advance and work in the 0-Zone School Store are just two of the benefits of enrollment in this class. Students who enroll in this class are also eligible for Marketing School to Work

Research Marketing I

0254 & 0255

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Marketing Concepts or Instructor Approval

Articulation Agreements: Baker College, Davenport University and others may be available

This full year class provides students a more in-depth study of the field of marketing. Students will apply their knowledge of marketing by conducting a comprehensive marketing project that they will then enter in state and national DECA Competitions (past national competitions have been held in Orlando, Florida and Anaheim, California). This challenging and worthwhile class also offers the students an opportunity to win college scholarships offered through the DECA Conferences. Students who enroll in this class are also eligible for Marketing School to Work. Students may be placed into a class period without their DECA teammates. Schedule change requests will not be granted for students looking to switch periods.

Research Marketing II

0256 & 0257

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Research Marketing I

This full year class provides students a more in-depth study of the field of marketing. Students will apply their knowledge of marketing by conducting a comprehensive marketing project that they will then enter in state and national DECA Competitions (past national competitions have been held in Orlando, Florida and Anaheim, California). Research Marketing II will be offered to students that have completed Research Marketing I and wish to complete a different marketing proposal. Typically, first year DECA students complete a basic research project on a local business, while second year students will be required to complete a more in-depth project based on topics such as international marketing and public relations. This challenging and worthwhile class also offers the students an opportunity to win college scholarships offered through the DECA Conferences. Students who enroll in this class are also eligible for Marketing School to Work. Students may be placed into a class period without their DECA teammates. Schedule change requests will not be granted for students looking to switch periods.

Retail Marketing (O-Zone Student Store)

0252

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Marketing Concepts or Instructor Approval

This full year class provides students a more in-depth study of the field of marketing. Students will apply their knowledge in the operation of the O-Zone School Store. Participation in the DECA Club and the opportunity to advance to state and national competitions are two additional benefits of enrollment in this class. Students who enroll in this class are also eligible for Marketing School to Work.

Radio, TV and Broadcasting Technology

Radio, TV & Film I

7425 & 7426

Grade: 9-12

Two Semesters: 1 credit

Prerequisite: none

This course covers the basics of video production, audio production, and the media industry. This is a field that is growing with the proliferation of video into all aspects of our lives from film, television, commercial, marketing, corporate videos, podcasts and more. Topics covered in the course include pre-production, production, post production, video and audio editing in addition to career pathways in media. The course places a strong emphasis on writing skills, creative talents and problem solving. Students will also-enhance their teamwork and time management skills.

Radio, TV & Film II

7427 & 7428

Grade: 9-12

Two Semesters: 1 credit

Prerequisite: Demonstrated mastery of Radio, TV and Film I and instructor approval

This course is an extension of video production and filming techniques and skills learned in RTVF I. Students will learn art direction and production design, documentary, news and reality programming, multi-camera studio production (live production), advanced camera operation, advanced lighting for film and video, narrative production, music & scoring, advanced post-production techniques, motion graphics, and portfolio design. Students will participate in job shadows and will work in groups and under deadlines. In addition, students may be required to work after school on video projects.

News Broadcasting

7421 & 7422

Grade: 10-12

Two Semesters: 1 credit

Prerequisite: Demonstrated mastery of Radio, TV and Film I and instructor approval

News Broadcasting is a hands-on course that focuses on preparing the student with the skills and knowledge needed for a successful career in the television industry. The student gathers, writes, edits, and records short news programs for the announcements. Multiple leadership chances arise for those who accept the challenge of directing and producing programs.

Engineering

Project Lead the Way® (PLTW) is a national curriculum at the core of Oxford's engineering program. It is affiliated with several colleges and universities including Duke, Purdue, Penn State, and Eastern Michigan University. Students taking PLTW classes have the opportunity to receive college credit.

PLTW - Introduction to Engineering Design™ **7520** **& 7521**

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

You will learn the engineering design process followed by Industrial Designers to create three dimensional computer models of new consumer products such as speakers, phones, and sunglasses. Products will be made on a 3D printer to the student's specifications. Michigan Merit Curriculum allowance may offer credit exchange in visual, performing or applied arts; world language; math; or science.

PLTW – Computer Integrated Manufacturing™ **7565** **& 7566**

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: none

Students will design, build and program electro mechanical machines and robots. Students will also learn how consumer products are mass produced through automation by using a computer numerically controlled (CNC) machine to produce products of their own design.

PLTW – Principles of Engineering™ **7510** **& 7511**

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: none

Students will use apply the science of physics to engineering through the design and construction of projects utilizing mechanical advantage, electronics, thermodynamics, bridges, and launchers. Michigan Merit Curriculum allowance may offer credit exchange in visual, performing or applied arts, world language; math; or science.

Mechatronics/Robotics Engineering

Mechatronics/Robotics Engineering I

7513 & 7514

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

Students will learn the design process in order to build mechanical systems, robotic controls and small programmable robot vehicles. Students will learn about mechanical systems, electrical and motor controls, and Students who are interested in joining the FIRST robotics team, or enjoy figuring out how things work, will be highly successful in this course. This is the first course in the robotics/mechatronics engineering pathway. Students will compete in engineering challenges to design, fabricate and build mechatronic systems. Students will work within the fabrication lab, creating components. Students will also build underwater robots to perform various tasks in order to understand aquatic engineering

Mechatronics/Robotics Engineering II

7515 & 7516

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Mechatronics/Robotics Engineering I

Students will be fully engaged with this hands-on build class. The students in this class get to generate ideas, design, build and test a fully operational robot on their own. The robot will be completely designed and built by students to compete against other schools in a game, challenge or competition. Students will follow the engineering design process to create a robot after analyzing the rules and strategy of the game. Students will work in the engineering fabrication lab to cut material and build the robot from the ground up. The students will learn valuable engineering skills including, problem solving, product design, chassis/powertrain development, electrical hardware and software, programming, pneumatics and mechanical movement. The class robot will compete in the Oakland County Competitive Robotics Association (OCCRA) against 25 other teams. Students will incorporate Computer Aided Design, 3D Printing and the design process to further their knowledge in mechatronic systems. Students are required to attend scheduled OCCRA events and build sessions outside of the school day as a part of the overall experience.

Senior Capstone Design

7563 & 7564

Grades: 12

Two Semesters: 1 credit

Prerequisite: Successful completion of Mechatronics I and Mechatronics II, PLTW engineering course, Auto Technology II or have been involved in the FIRST Robotics team (TORC). Teacher recommendation required.

Students will design and build a fully functional electric vehicle to compete in the Square One Education Network competition. Students will follow the design process to conceptualize, design and build the vehicle to the Square One Education Network requirements. Students will use 3D modeling to design components as well as Computer Integrated Manufacturing to fabricate the vehicle. The vehicle will be powered solely by batteries and driven by students. The vehicle will be developed using sound engineering principles and prototyping evaluations. This will be a hands-on learning environment for those students ready to utilize their engineering coursework for application. Students are required to attend the Square One Education Network competition at the completion of the course.

College Prep Engineering

7581 & 7582

Grades: 11-12

Two Semesters: 4 transferable college credits (1 High School credit)

Prerequisite: Successful completion Mechatronics I and Mechatronics II, or successful completion of Intro to Engineering or Computer Integrated Manufacturing.

This course introduces the student to the engineering design and problem-solving process through engaging, interdisciplinary, team-based design projects, as well as individual assignments. Professional skills/attributes such as oral and written communication, innovation, tolerance for uncertainty/ambiguity, risk management, social awareness, and professional ethics will be investigated and practiced. This is a dual-enrollment course, which may require students to attend sessions that extend past the traditional school day.

Health Science

Health Sciences - A general, introductory program in health services occupations that prepare individuals for either entry into specialized training programs or for a variety of concentrations in the allied health area.

Certified Patient Care Technician

7637 & 7638

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Medical Foundations with at least 80%, completion of all clinical skills in Medical Foundations, and instructor approval.

This course provides instruction in Patient Care Technician knowledge and skills using computer software, classroom discussion, and skilled labs. Topics include compliance, safety, professional responsibility, infection control, patient care, phlebotomy, and EKG. Upon completion, students will be eligible to demonstrate competence on a national certification examination for Certified Patient Care Technician.

Medical Foundations

7617 & 7618

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Biology

Medical Foundations I will focus on the health science standards and introduce students to the knowledge and skills required of professionals in the health care field. Students will build a foundation of basic patient care skills and an understanding of healthcare delivery systems, medical terminology, basic anatomy and physiology, legal and ethical responsibilities, workplace safety, and infection control principals. Students will also learn about various health care communication and technology, patient client status, wellness, and clinical skills along with various disease processes. As a technical education course, students will focus on career readiness to prepare them for the medical field.

Course Note: Upon completion of this course, students are encouraged to enroll in Medical Foundations II (pending board approval)

Medical Field Study

7631 & 7632

Grades: 12

Two Semesters: 1 credit

Prerequisite: Medical Foundations and Completed Application

This course is designed to provide practical application to many of the concepts learned in Medical Foundations, and to introduce students to new skills required of healthcare professionals. Students will gain experience in a healthcare facility to enrich their knowledge of and skills required for careers in the Health Sciences CTE pathway. Students will be in the field Tuesday, Wednesday, and Thursday with classroom discussions and portfolio work on Fridays. Course Note: This course is only offered during 7th hour. Students must provide/arrange for their own transportation to and from placement. Class size is limited, so application must be printed out, signed, and turned in with the scheduling sheet prior to the deadline.

Emergency Medical Technician (EMT)

7640 & 7641

Grades: 12

Two Semesters: 2 credits (block)

Prerequisite: Medical Foundations and Completed Application

This program is an intense study of the human body and emergency medical treatment required outside the hospital setting. Students will receive intensive hands-on instruction in anatomy and physiology, emergency first aid, bleeding control, shock, cardiac arrest management, airway management, and patient treatment at accident scenes. Students will be required to do clinical training in a hospital emergency room and an ambulance service. Upon successful completion of the program through written, practical, and clinical performance objectives established by the Michigan Department of Consumer & Industry Services, students will be eligible to take the

EMT - Basic National Registry Emergency Medical (NREMT) exam to become an Emergency Medical Technician.

Physical Education

In an effort to provide flexibility for students working to meet their Michigan Merit Health and Physical Education (HPE) curriculum and graduation requirements, the Health and Physical Education Department has developed the following course options. Students must take one A & one B course.

9/10 Grade	10-12 Grade
9/10 Health	Emerging Health
9/10 Fit 4 All 9/10 Lifetime Activities 9/10 Team Sports	Fit 4 All Lifetime Activities Team Sports Swim and Gym Weight Training Lifeguarding

9/10 Health

2804

Grades: 9-10

One Semester: ½ credit

Prerequisite: none

9/10 Health will concentrate on decision making skills that have the potential to impact their health and wellness. Awareness and knowledge about current health issues and their consequences will be presented. Students will use the decision making process to assess their health choices. This course includes Oxford's Reproductive Health Education curriculum, an abstinence based program, which meets the Michigan Legislation (MCL380.1507, 308.1507b, 380.1169). Assessments will include various projects and a comprehensive final exam.

9/10 Fit 4 All

2832

Grades: 9-10

One Semester: ½ credit

Prerequisite: none

9/10 Fit 4 All will be focused on the student's physical activity level while creating an environment that fosters the student's knowledge of health related physical fitness activities. This class will incorporate a social environment where students will feel supported in their abilities while learning how important physical activity is for their overall health. Students will participate in a variety of fitness training/components that are considered activities they will be able to participate in throughout their life. Units of instruction will cover fitness, HITT, yoga, weight training and aquatics. There will be an opportunity for other fitness training methods to enhance their journey to living a healthy active lifestyle.

According to the Michigan Merit Curriculum, all students are required to have ½ credit in health and ½ credit in PE. Incoming freshmen or sophomores should select a MYP yearlong class; 1 semester in health and 1 semester in physical education. We want students to feel comfortable and enjoy their experience in physical education, therefore, they may choose the track of physical education that best suits their interests.

9/10 Lifetime Activities

2834

Grades: 9-10

One Semester: ½ credit

Prerequisite: none

9/10 Lifetime Activities will be focused on the student's physical activity level while creating an environment that fosters the student's knowledge of life-long recreational and physical activities. This class will incorporate a social environment where students will feel supported in their abilities while learning how important physical activity is for their overall health. Students will participate in individual, dual and team activities that are considered activities they will be able to participate in throughout their life. Units of instruction will cover fitness, rhythmic/dance, volleyball, tennis, and aquatics. There will be an opportunity for other team sports to be introduced to enhance their lifetime recreational experience.

According to the Michigan Merit Curriculum, all students are required to have ½ credit in health and ½ credit in PE. Incoming freshmen or sophomores should select a MYP yearlong class; 1 semester in health and 1 semester in physical education. We want students to feel comfortable and enjoy their experience in physical education, therefore, they may choose the track of physical education that best suits their interests.

9/10 Team Sports

2836

Grades: 9-10

One Semester: ½ credit

Prerequisite: none

9/10 Team Sports will be focused on the student's physical activity level while creating an environment that fosters the student's knowledge of life-long recreational and physical activities. This class will incorporate a social environment where students will feel supported in their abilities while learning how important physical activity is for their overall health. Students will participate in individual, dual and team activities that are considered activities they will be able to participate in throughout their life. Units of instruction will cover fitness football, floor hockey, basketball and aquatics. There will be an opportunity for other team sports to be introduced to enhance their team sports experience.

According to the Michigan Merit Curriculum, all students are required to have ½ credit in health and ½ credit in PE. Incoming freshmen or sophomores should select a MYP yearlong class; 1 semester in health and 1 semester in physical education. We want students to feel comfortable and enjoy their experience in physical education, therefore, they may choose the track of physical education that best suits their interests.

Fit 4 All

2833

Grades: 11-12

One Semester: ½ credit

Prerequisite: none

Fit 4 All is an advanced fitness class designed to help students learn to maintain a healthy active lifestyle. Everyone is welcome in this class whether it was a class taken as a 9/10 grader or whether you are new to the fitness game. This class will focus on the student's physical activity level while encompassing an environment that fosters the student's knowledge of health related physical fitness activities. This class will incorporate a social environment where students will feel supported in their abilities while learning how important physical activity is for their overall health. Units of instruction will cover fitness, HITT, yoga, weight training and aquatics. There will be an opportunity for other fitness training methods to enhance their journey to living a healthy active lifestyle.

Lifetime Activities

2835

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

Lifetime Activities class will be focused on the student's physical activity level while creating an environment that fosters the student's knowledge of life-long recreational and physical activities. This class will incorporate a social environment where students will feel supported in their abilities while learning how important physical activity is for their overall health. Students will participate in individual, dual and team activities that are considered activities they will be able to participate in throughout their life. Assessments will include physical fitness testing, skill/task analysis, and reflective writing assignments. Example units of lifetime activities include, but are not limited to, ultimate Frisbee®, disc golf, badminton, volleyball, tennis, Satryan Ball®, pickleball, track ball, eclipse ball, and outdoor recreation games (Baggo®, ladder ball, etc.).

Lifeguard Training and Advanced Aquatics

2820

Grades: 10-12

One Semester: ½ credit

Prerequisite: American Red Cross Advanced Level Certificate or Instructor's approval and must be 15 years of age or older.

Lifeguard Training is an advanced class and is physically demanding. Students will be required to take a pretest in order to continue with this class. This course develops students swimming skills related to saving lives as well as muscular and cardiovascular endurance. Included in lifeguarding class are emergency life-saving skills, full CPR/AED course, lifeguard training, waterfront lifeguard training, and standard first aid. Student assessments will follow the American Red Cross Lifeguard program which includes physical skills and a comprehensive written exam which require a minimum grade of 80% to receive certification. There is a class fee of \$50.00.

Team Sports

2901

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

Team Sports class will be focused on the student's motor skills while encompassing their knowledge of different sports. Students will participate in individual and team sports activities. Students will be involved in various sports activities and basic physical fitness. Assessments will include physical fitness testing, skill/task analysis, and writing/reflecting assignments. Example units in team sports include, but are not limited to, football, basketball, floor hockey, volleyball, soccer, and badminton.

Swim and Gym

2846

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

Swim and Gym will spend 2 days in the gymnasium and 2 days in the pool. Students will experience different sport activities in both the pool and in the gymnasium along with basic stroke development (American Red Cross Level 4). Students will have a voice in their curriculum that can enhance their experience in team and individual activities. Assessments in the pool will follow the American Red Cross swim tests. Assessments in the gymnasium will include physical fitness testing, skill/task analysis, and reflective writing assignments

Weight Training & Fitness

2922

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

Weight Training and Fitness is an advanced class that will provide students with the knowledge and proper fundamentals of lifting weights and fitness. This course will begin with basic weight lifting principles and conclude with advanced instructional training. Students will not only look at muscular strength and endurance but work at increasing their cardiovascular fitness and flexibility levels. Students will also learn about different sporting activities that have the ability to increase their fitness levels. Units of instruction and assessments will include fitness testing, muscles of the body, written assignments including reflections, keeping a weight lifting tracking/journal, and the development and demonstration of their own personal training regimen.

Emerging Health Issues

2854

Grades: 11-12

One Semester: ½ credit

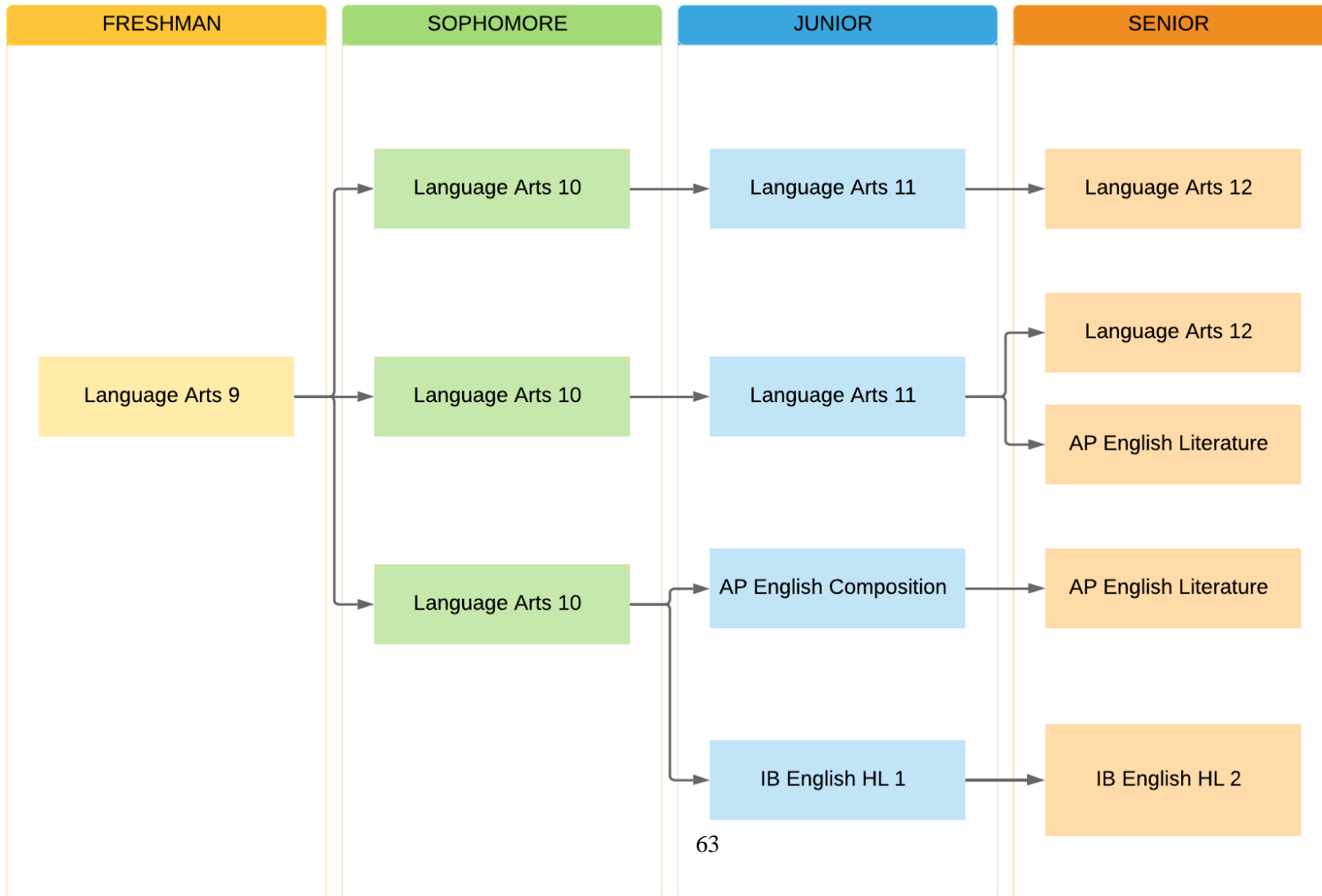
Prerequisite: none

Through health education, students learn to obtain, interpret, and apply health information and services in ways that protect and promote personal, family and community health. Students will address various health promotion and disease prevention concepts and principals to personal, family, and community health while learning to access valid health information. Students will identify appropriate health promoting products and services, practice health behaviors and reduce health risks. In addition, students will demonstrate advocacy skills for enhanced personal, family, and community health. This course includes Oxford's Reproductive Health Education curriculum, an abstinence based program, which meets the Michigan Legislation (MCL380.1507, 308.1507b, 380.1169). Assessments will include various projects and a comprehensive final exam.

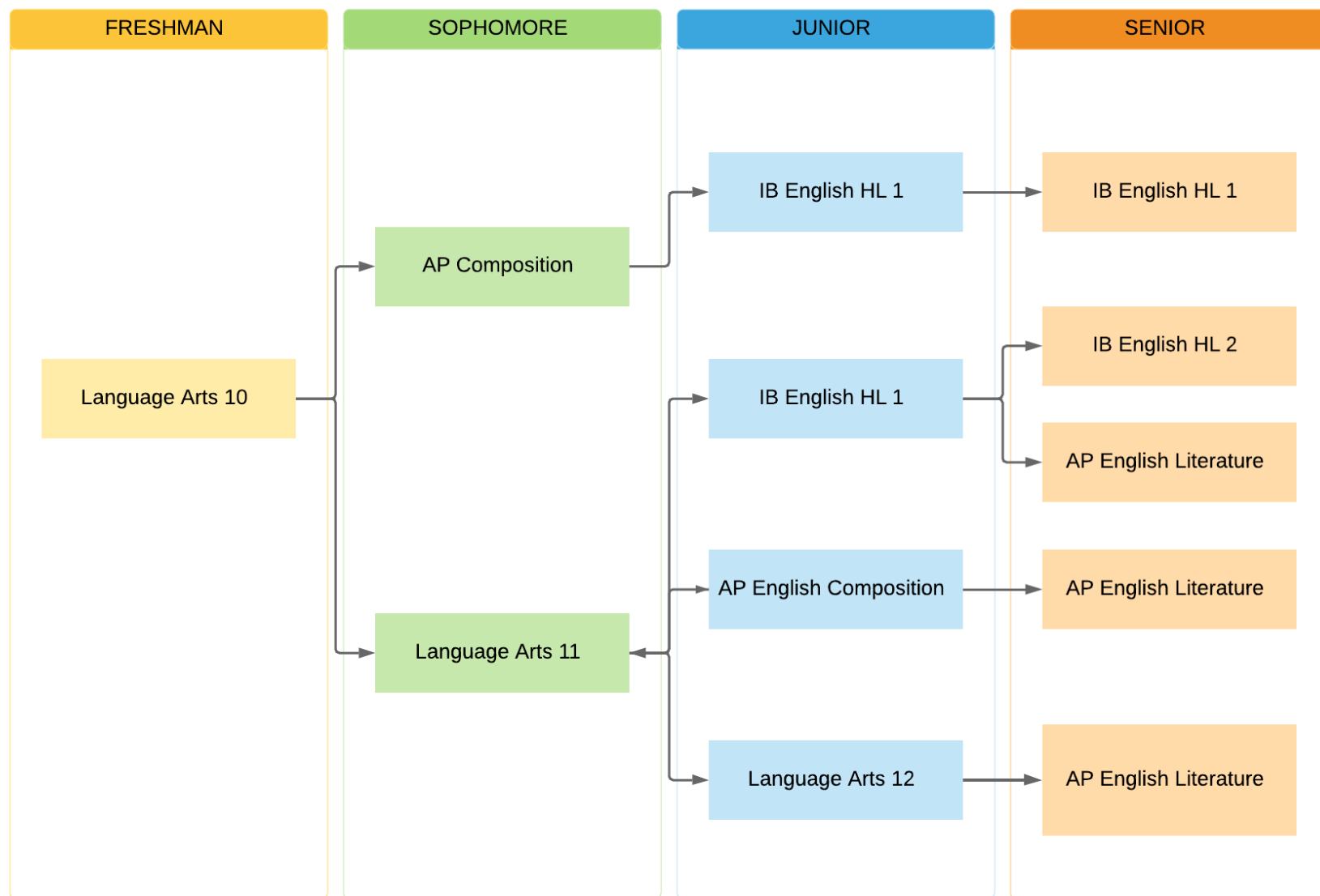
Language and Literature (Language Arts)

Language Arts A: Course Sequence Flow Charts

General Language Arts Sequence



Accelerated or IB Sequence



Language and Literature (Language Arts)

Language Arts 9

4036 & 4037

Grades: 9

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

Students in ELA 9 will continue with the International Baccalaureate Middle Years Programme, with a strong focus on the concept of “Coming of Age”. Throughout the two semesters, students will be graded using standards set forth by both the IB criteria, as well as Common Core State Standards to ensure college and career readiness. Instruction will cover all areas of English Language Arts: reading, writing, speaking, and listening. It is crucial for students to be active participants in all areas. Students will read a variety of fiction and non-fiction writings, but main works of study include: Tim Burton's cinematic techniques, Harper Lee's *To Kill a Mockingbird* and William Shakespeare's *Romeo and Juliet*. Grammar, vocabulary, and research skills will be taught in conjunction with the units of study. Independent reading will be a requirement for this class as well.

Language Arts ESL 9

4032 & 4033

Grades: 9

Two Semesters: 1 credit

Prerequisite: Freshman Class Standing, EL Identification and a WIDA Score of 4.0 to below

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking and listening. Students learn strategies in order to advance these skills in English and develop academic language. They utilize level-appropriate communication skills in order to analyze informational and literary texts, including short story, autobiography, and poetry. In addition, students work with basic sentence and essay structure to compose complete sentences, a standard paragraph, and short content-based essays. Spelling, vocabulary, and grammar are regular components of the class. Students also develop speaking and listening skills, as they discuss concepts in class and present information orally. All skills will be taught with language ability in mind and through a sheltered instruction framework. This course is taught by an ESL certified teacher.

Language Arts 10

4046 & 4047

Grades: 9-10

Two Semesters: 1 credit

Prerequisite: Successful completion of Language Arts 9

NCAA DI Academic Standard

English Language Arts 10 is the concluding year of the International Baccalaureate Middle Years Programme. The course is designed to meet the state's Common Core standards, the college readiness standards, and the IB criteria. Students' reading, writing, speaking, and listening experiences are centered around cultural themes. Multiple fiction and non-fiction passages are read as well as the novel *Things Fall Apart*, by Chinua Achebe, and the Greek play *Antigone*, by Sophocles. Students continue to strengthen research and writing skills by using provided technology to carry out multiple composition tasks. Grammar, usage, and mechanical accuracy are emphasized throughout each unit of study.

Language Arts 11

4056 & 4057

Grades: 10-11

Two Semesters: 1 credit

Prerequisite: Successful completion of Language Arts 9 and Language Arts 10

NCAA DI Academic Standard

In this two-semester course, students explore concepts that have formed American thought and conversation as it has evolved since the nation's beginning. Students read foundational works of American non-fiction, ranging from Lincoln's "Second Inaugural Address," "The Declaration of Independence," essays by Emerson and Thoreau, and poetry by Langston Hughes to lengthier works that include a drama by Arthur Miller and modern novels by Zora Neale Hurston and Jon Krakauer. Skills of the course involve close reading of texts, analysis of author's craft and purpose, ability to choose and cite textual evidence, and acquisition and refinement of vocabulary, grammar, and research concepts. Such skills will be assessed in formal and informal writing, in impromptu speaking and prepared presentations, and in selection quizzes or tests over readings and discussions. By working toward the aims of this class, students have opportunities to gain college and career readiness and to prepare for the English Language Arts sections of the SAT.

Language Arts 12

4066 & 4067

Grades: 12

Two Semesters: 1 credit

Prerequisite: Successful completion of Language Arts 9 through 11

NCAA DI Academic Standard

**See Counselor for Blended Learning option*

In this two-semester year-long course, students focus on critical perspectives in how they read and interpret texts, events, and real life situations. Students examine how the critical lenses of Literary Theory influence the way we define truth. Students will study a variety of theories that may include Reader Response, Cultural, Archetypal, Feminist, Marxist, and Historical Criticisms. Texts read during the year may include: Shaun Tan's *The Arrival*, George Orwell's *1984* or Aldous Huxley's *Brave New World*, George Bernard Shaw's *Pygmalion*, Marjane Satrapi's *Persepolis*, William Shakespeare's *Othello*, and Malcom Gladwell's *Outliers*. Skills of the course involve close reading of texts, analysis of author's craft and purpose, ability to choose and cite textual evidence, and acquisition and refinement of vocabulary, grammar, and research concepts. Such skills will be assessed in formal and informal writing, in impromptu speaking and prepared presentations, and on selection quizzes or tests. By working toward the aims of this class, students have opportunities to gain college and career readiness.

Advanced Placement English Language and Composition**4887 & 4888***Grades: 10-11**Two Semesters: 1 credit**Prerequisite: Successful completion of Language Arts 10**NCAA DI Academic Standard*

This course is designed to prepare students to write fluently in college composition courses. Emphasis is also on preparing students to take and pass the AP Language and Composition Exam in May. Students examine a variety of texts--mainly non-fiction-- to understand an author's purpose, audience, rhetorical strategies and techniques. Besides crafting numerous expository, argumentative, and analytical papers, students learn to read critically both primary and secondary sources and practice synthesizing ideas from these sources in their own compositions; MLA documentation of sources is a major component. As this course demands rigor in reading and writing, students must enroll with maturity, ability to remain organized, competent writing skills and knowledge of grammar, and especially willingness to accept constructive criticism of written work.

Advanced Placement English Literature and Composition**4881 & 4882***Grades: 12**Two Semesters: 1 credit**Prerequisite: Successful completion of Language Arts 11 or AP English Language and Composition and/or instructor approval signature.**NCAA DI Academic Standard*

This course is designed to prepare students to write fluently in college literature classes. Emphasis is also on preparing students to take and pass the Advanced Placement English Literature and Composition exam in May. Students taking this course must display academic maturity to maintain the rigor and autonomy this reading intensive curriculum demands. Students will read purposefully and extensively, analyzing the complexity and richness embodied in literary forms including fiction, drama, and poetry. A firm grasp of writing tenets will assist students in composing with increasing stylistic complexity and voice. Frequent discussions and writing practice are crucial for students to revise and extend their learning as well as achieve independence as critical, perceptive, discerning readers and writers of literature.

IB English HL I

4905 & 4906

Grades: 11

Two Semesters: 1 credit

Prerequisite: Instructor Approval

NCAA DI Academic Standard

IB English HL I as the first of a two-year requirement in Group 1 (Language A) of the IB Diploma Programme, this course encourages students to appreciate the artistry of literature and fosters their ability to reflect critically on their reading by engaging in close analysis. An emphasis is on the artistic elements of literature, cultural and universal perspectives, and refining skills of public speaking and analytical writing. A primary goal of this course is for students to form and support literary judgments about a text in extended analysis. Literary units expose students to novels and plays from around the globe—including Europe and the United States—broadening awareness of cultural distinctions as well as human interconnectedness. Assessments will include quizzes/tests, formal and informal essays, and oral presentations as well as maintenance of a Learner Portfolio that tracks students' learning and reflection and will carry over in to Year Two of the course. Primary objectives of this course are the following: gaining knowledge and understanding of individual literary works as representative of genre and/or period; substantiating and justifying ideas with relevant extracts from chosen texts; and choosing an effective register and style in well-organized written and oral communication.

IB English HL II

4911 & 4912

Grades: 12

Two Semesters: 1 credit

Prerequisite: IB English HL I

NCAA DI Academic Standard

This course is a continuation of the previous year's IB English HL I course. Students will take part in two units examining texts through the lenses of time and space, intertextuality, and readers, writers and texts. The two units contain 7 works which will prepare them for their final Programme assessments. These units include detailed study of poetry, rhetorical and dramatic works, as well as an in-depth study of the novel. The requisite Diploma Programme Reader's Portfolio remains a requirement of this course, as it is externally moderated by IB. In year two, students will know, understand, and interpret: a range of texts, works, their meanings and implications, as well text features, stylistic technique of the works. Students will also examine the ways in which the use of language creates meaning, and the ways in which the text may offer perspectives on human concerns.

Writing for Publications: Newspaper I

4716 & 4717

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

The Introduction to Newspaper course introduces students to the skills needed to write news, feature, and editorial articles in journalistic style. Students will be responsible for providing the school with bi-monthly publications of the student newspaper, The OHS Press. Students will study the history of journalism and the publishing process, as well as explore many career-related fields such as advertising, photography, reporting, editing, and writing. This course is a pre-requisite for Advanced Newspaper. Candidates should be self-motivated and have above-average writing skills. All students should be aware that writing is a major portion of the assessments for this class. This course does not count as an English credit toward graduation requirements.

Writing for Publications: Newspaper II

4718 & 4719

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Writing for Publication: Newspaper I

The Advanced newspaper course is for students who have successfully completed Intro to Newspaper or Advanced Newspaper who wish to continue contributing to the staff in more of a leadership role (this course can be taken for three years). Responsibilities will include but are not limited to mentoring Intro-level students, editing student writing, managing network folders and files, layout design, photography, etc. Interested candidates must demonstrate the ability to handle these additional responsibilities during their first year in the course and should submit an application for consideration two weeks prior to the registration deadline. This course does not count as an English credit toward graduation requirements.

Writing for Publications: Yearbook I

4736 & 4737

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful by application and instructor approval

Introduction to Yearbook is course where students will learn to work as a team to practice and master the skills necessary to create, report, produce, market and publish *The Wildcat* yearbook. There are many roles and responsibilities for new enrollees. Students can enroll as page designers or photographers. Those who wish to design yearbook pages (layouts) should have above-average writing skills, be very reliable, and demonstrate the ability to learn fast and work independently. Photographers must tryout by submitting photographs for evaluation. Additionally, photographers must have a lot of availability before and after school. There are limited spaces for photographers. All interested candidates must complete a course application, submit a writing sample, and get the signature of a language arts teacher who can vouch for your writing abilities and dedication to your work. This course does not count as an English credit toward graduation requirements.

Writing for Publications: Yearbook II**4738 & 4739***Grades: 9-12**Two Semesters: 1 credit**Prerequisite: By application and instructor approval*

Advanced Yearbook is a course for students who have successfully completed Intro to yearbook or a year of Advanced Yearbook (this course can be taken for three years) and wish to continue contributing to the yearbook staff in a leadership role. Responsibilities will include mentoring news students and editing student work. Interested candidates must demonstrate the ability to handle these additional responsibilities during their first year in the course and should submit an application for consideration two weeks prior to the registration deadline. Additionally, Advanced Yearbook students will have opportunities to attend weeklong camps to learn the latest trends and methods for creating and managing the yearbook project. This course does not count as an English credit toward graduation requirements.

Functional Language Arts**9625 & 9626***Grades: 9-12**Two Semesters: 1 credit**Prerequisite: IEP and/or caseload teacher approval*

Students will work on sentence composition, reading fluency, comprehension and learning the different parts of a story as well as learning to identify with the characters, broaden vocabulary, learning to make inferences and predictions.

Supported Language Arts**9921 & 9622***Grades: 9-12**Two Semesters: 1 credit**Prerequisite: IEP and /or caseload teacher approval*

This class focuses on handwriting/cursive, sound-letter identification and sentence writing. Chapter books will be read as a class to focus on prediction, comprehension and drawing conclusions.

General Electives

Categorical Life Skills

9641 & 9642

Grades: 9-12

One Semester: ½ credit

Prerequisite: IEP and/or caseload teacher approval

This class helps students develop personal and social responsibility. The areas focused on are self-esteem, responsibility, relating effectively, problem solving and goal setting. This course may be taken for one additional semester for credit.

Collegiate Transitions

1007

Grades: 11

Two Semesters: ½ credit

Prerequisite: none

The SAT Prep course (Collegiate Transitions) is offered by Oxford High School to familiarize students with the new SAT test format, as well as to offer tips and strategies to ensure greater success when taking the SAT test in the spring. The course will cover the content areas of Reading, Writing, Grammar, and Math, and will work to prepare students to better handle test anxiety, time constraints, and various types of SAT standardized test items. (Emphasis is placed on strategies specific to the SAT Exam, as well as on raising students' scores.)

Functional Life Skills

9700 & 9701

Grades: 9-12

One Semester: ½ credit

Prerequisite: IEP and/or caseload teacher approval

This class helps students develop personal and social responsibility. The areas focused on are self-esteem, responsibility, relating effectively, problem solving and goal setting. This course may be taken for one additional semester for credit.

Personal Inquiry Project

9991

Grades: 10

One Semester: ½ credit

Prerequisite: none

This sophomore elective is an ideal experience for post-high school preparation. Students self-select an area of interest and develop a responsible action while developing skills needed in the 21st century world. Students determine their own goals for the project and polish their inquiry (research) skills. This process allows students to develop deeper understandings through in-depth investigation and demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time. Past projects have included: Organizing a Free Girls Golf Clinic, Teaching yourself the art of Drawing and Gouache Painting, Exploring Sexism and Gender Stereotyping in Today's Society, The Research and Surgical Removal of an Astrocytoma (brain tumor), The Positive Effects of Mindfulness Meditation, and Writing a Book.

Academic Lab

7301

Grades: 9-10

One Semester: ½ credit

Prerequisite: Administrator or counselor approval

Academic Lab seeks to improve academic achievement of general education students by: (1) strengthening approaches to learning/executive functioning skills, (2) providing instruction targeted toward individualized areas of need, and (3) teaching skills/strategies to maintain progress in the general curriculum. Academic Lab is designed to proactively support progress in the general education curriculum by implementing strategies such as time management, organization, project planning, and previewing/reviewing/re-teaching core class content as appropriate. Emphasis is placed on supporting the core classes as well as developing good study habits to enhance independence and confidence, and improve executive functioning skills.

Student Leadership

8420

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Application process and interview

This class is designed to act as the center of communication for student ideas, faculty, administration, and the Oxford School Community. This class requires students to have a desire to improve the school climate while developing their own leadership styles. The class will investigate different leadership styles, philosophies, and methods to apply strategies within different situations. Leadership projects include study of topics within the school and the community, service projects, and yearly school wide events. Students in this class will often be required to participate outside of the normal school day (evenings and weekends included). Fundraising will be involved as we are a self-funded class and receive no financial support for classroom materials and supplies. Students are required to submit an application, three teacher recommendations and be involved in a student led interview. Students who are accepted into leadership based on the criteria listed above, need to please understand that this elective course may not always fit your schedule. Therefore, not all students accepted will be given this course in their schedule.

Student Mentorship

8424

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Interview

According to Webster's Dictionary, mentorship is defined as "a trusted counselor or guide". This class is designed to act as the umbrella for students, clubs, faculty, administration, and the Oxford School Community to communicate ideas about how to bring about a positive culture. Students will be a peer mentors with a student (s) at Oxford High School. Students will work as Bully Busters at Oxford Middle School in addition to assisting several clubs and organizations to bring awareness to our community of Oxford. This class requires students to have a desire to improve the school culture while developing their own leadership styles. Students are required to submit three teacher recommendations and be involved in an interview with one of the class advisors. Students who are accepted into Mentorship based on the criteria listed above, need to please understand that this elective course may not always fit your schedule. Therefore, not all students accepted will be given this course in their schedule.

Study Skills**9501 & 9502***Grades: 9-12**One Semester: ½ credit**Prerequisite: IEP and caseload teacher approval*

Study Skills seeks to improve academic achievement of students with an IEP by: (1) strengthening self-management/executive functioning skills, (2) providing specially designed instruction targeted toward individualized areas of need, and (3) teaching skills/strategies to maintain progress in the general curriculum. Study Skills is designed to proactively support progress in the general curriculum by implementing strategies such as time management, organization, project planning, and previewing/reviewing/re-teaching core class content as appropriate. Study Skills is a support class for students taking general education classes. Emphasis is placed on core classes as well as developing good study habits to enhance independence and confidence.

General Internship**0165***Grades: 9-12**One Semester: ½ credit**Prerequisite: none*

This course will allow any student to receive credit if they attend an internship or work experience for at least four hours per week. This unique experience will provide a working relationship between the student, school, and the community. It is an option for those who are interested in work-based course credit and often times this experience becomes a stepping stone to a lifetime career following a pathway chosen by the student. Specific course guidelines may be required. Please see your counselor for further information.

Post-Secondary Support Lab**7316***Grades: 12**One Semester: ½**Prerequisite: Administrator or counselor approval*

Post-secondary support lab is an alternative means of earning course credit. In order to become more successful learners, students are mentored by a certified teacher in note-taking, study skills and time management. Students should see their counselor to discuss graduation credit progress and if this course is a good fit.

IB Core I

7125 & 7126

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Required course for IB Diploma Candidates; Others may be admitted who are enrolled in a minimum of 2 IB DP courses

In this DP Programme required course, students will examine the aims and objectives of the course through a close examination of the central questions: What do we know? How do we know it? How do we justify that which we claim to know? By thinking of knowledge in terms of "Areas of Knowledge" (Math, Art, Natural Sciences, Human Sciences, Ethics, History,) and our acquisition of knowledge through many "Ways of Knowing" (Language, Reason/Logic, Memory, Perception, Emotion, Intuition, Belief, Creativity) we will navigate through four of six TOK Core Themes. To accomplish this, we will reflect on real-life events, the ideas of great thinkers, and various linking concepts and problems of knowledge. Assessment methods include Socratic discussions, formal writings, and the daily maintenance of a TOK journal. The final exam for this course is a draft essay which will be finalized and presented in IB Core II. For DP Candidates, this course includes the other two required elements of the IB Core: CAS and Extended Essay (EE). Following each TOK unit of study, there is an EE and CAS experience, both of which will culminate at the end of IB Core II. The three strands of CAS (Creativity, Activity, and Service) are tied in experiences over 18 months and demonstrated in a required 4-6 week project. Students will explore seven learner outcomes to support their personal and interpersonal development. The EE is a research paper of approximately 4,000 words that is externally assessed by IB. Non-DP students electing to take all three semesters will be required to complete a similar research essay. In the EE, students will select a DP subject area in which to explore a research question with the support of a Supervising teacher. Students will develop and be assessed on their research skills including academic search strategies, source evaluation, time management, argumentative writing, ethical research practices, and citations.

IB Core II

7127 & 7128

Grade: 12

Two Semester: 1 credit

Prerequisite: IB Core I

In continuation of the first year of the course, students will encounter the final four Big Questions of the curriculum: 'How is our understanding of the world affected by the way it is represented?' 'Is our understanding of the world determined by our perspective?' 'How and why does knowledge develop over time?' and 'What makes someone an expert knower?' Assessment methods include Socratic discussions, formal writings, and the daily maintenance of a TOK journal. The final exam for this course is a completed TOK Presentation. Following each TOK unit of study, there is an EE and CAS experience, both of which will culminate at the end of IB Core II. The three strands of CAS (Creativity, Activity, and Service) are tied in experiences over 18 months and demonstrated in a required 4-6 week project. Students will explore seven learner outcomes to support their personal and interpersonal development. The EE is a research paper of approximately 4,000 words that is externally assessed by IB. Non-DP students electing to take all three semesters will be required to complete a similar research essay. In the EE, students will select a DP subject area in which to explore a research question with the support of a Supervising teacher. Students will develop and be assessed on their research skills including academic search strategies, source evaluation, time management, argumentative writing, ethical research practices, and citations.

Online Coursework

Online Lab

ONLAB

Grades: 9-12

One Semester

*Prerequisite: Must be enrolled in an online class. Administrative & parent approval required.
Additional paperwork required.*

This is a required course for every student taking a non-credit recovery virtual course. A mentor contact assigned to the online lab will provide necessary guidance for the student to complete the virtual coursework. Weekly two-way mentor contacts are required for every student.

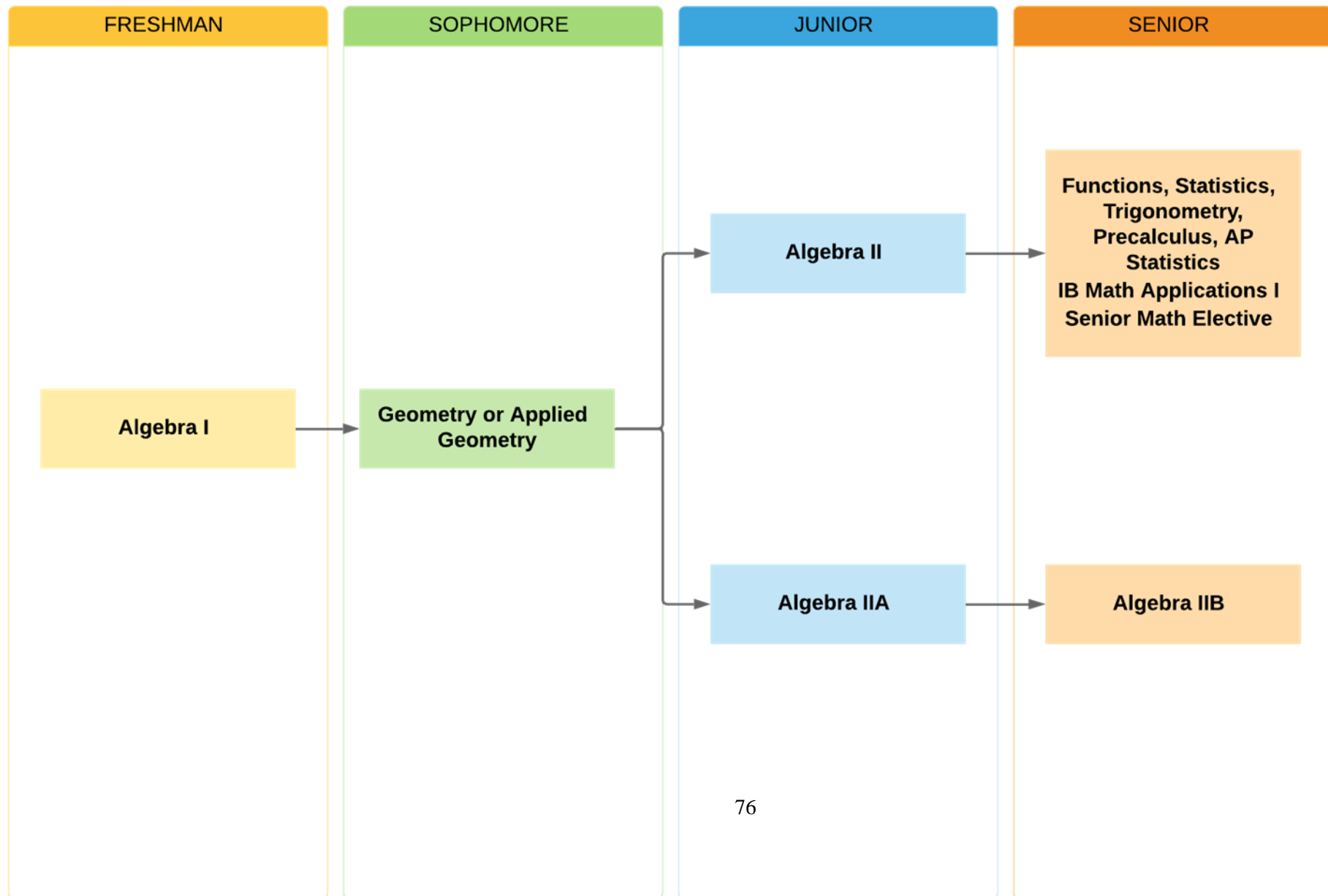
For a complete listing of online classes available to OHS students visit Oxford Virtual Academy website

Mathematics

Math Requirements Flow Charts

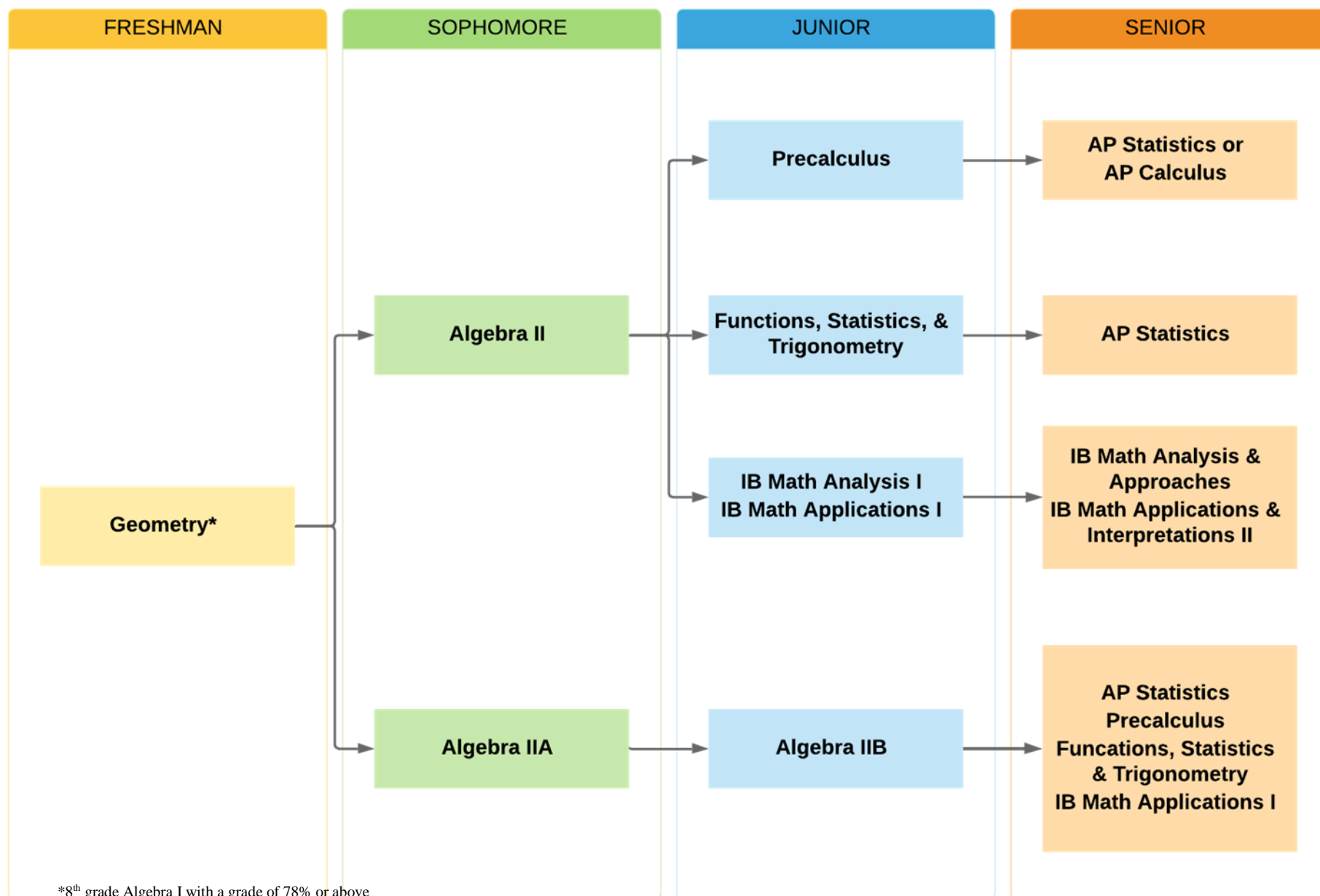
General Math Sequence

(to meet MMC Requirements)



Advanced Track Sequence #1

(to allow advance math course work and additional math electives and experience**)

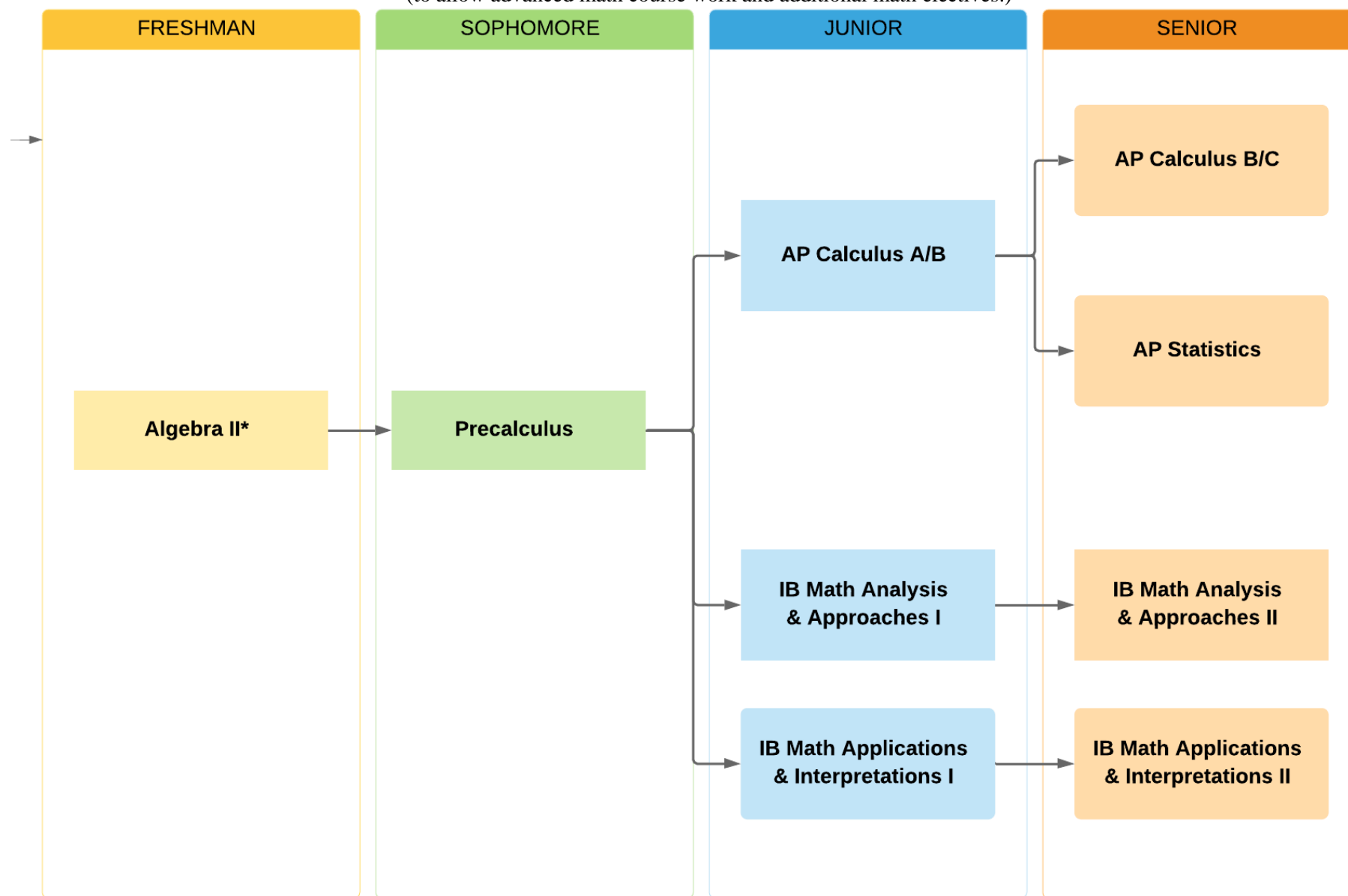


*8th grade Algebra I with a grade of 78% or above

**Student should consult with their counselor to determine if elective math selection will be considered 4th year math by the post-secondary institution of choice.

Advanced Track Sequence #2

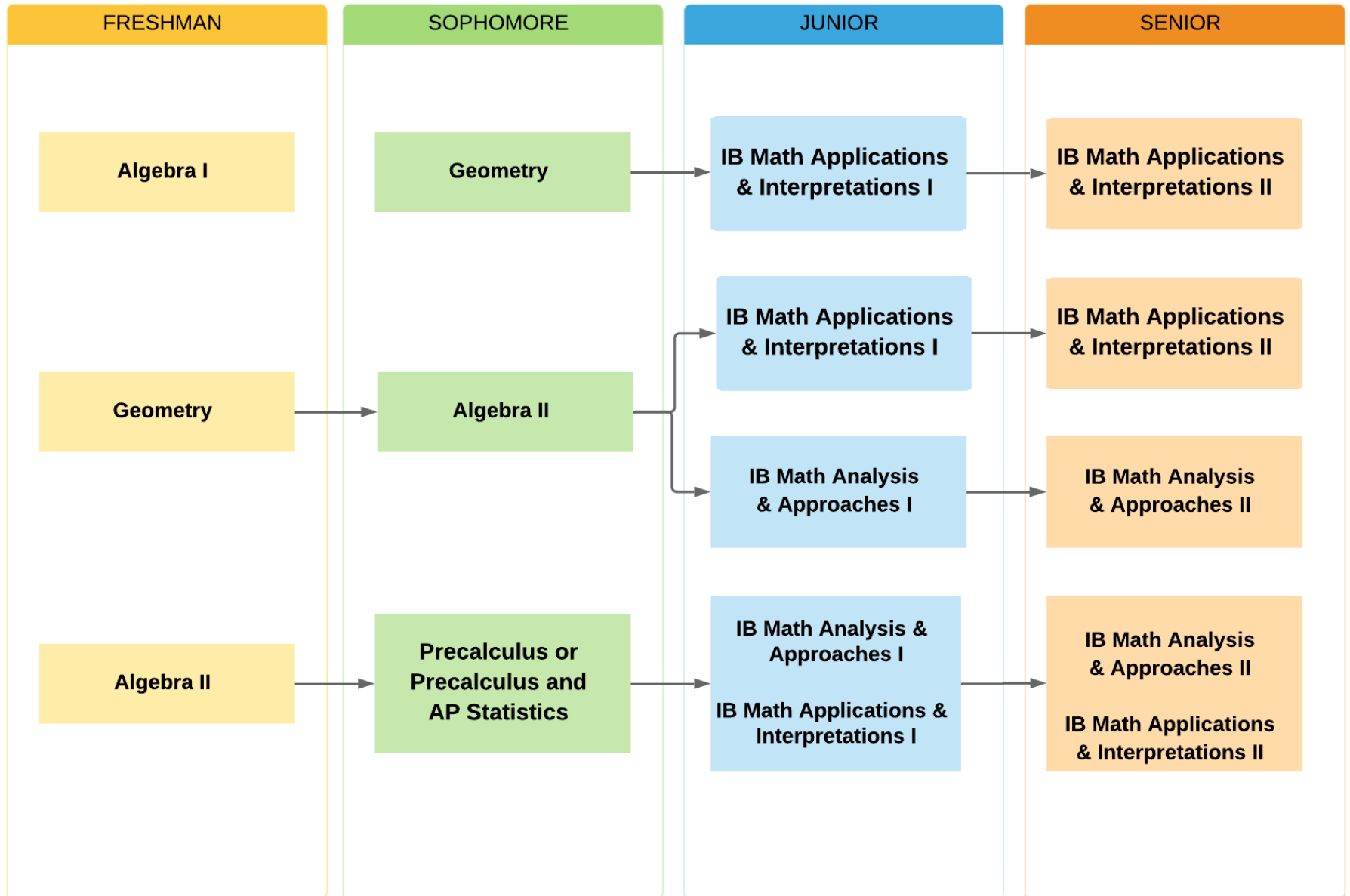
(to allow advanced math course work and additional math electives.)



*7th Grade Algebra I with a grade of 78% or above. 8th grade geometry with a grade 78% or above

International Baccalaureate Diploma Programme

(to satisfy all requirements for the IB DP Programme)



Mathematics

Algebra I

5122 & 5123

Grades: 9

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

Algebra I is the first course in higher level abstract mathematics that also teaches a connection to real-life problems. This class is designed to keep a steady pace that allows for coverage of required material and the opportunity to apply the material to real-world unpredictable situations. The focus is on learning the –rules of algebra and working with linear equations. Particularly important is graphing linear equations, which connects algebra to geometry. Quadratic equations and functions are also studied and connected to real-life applications.

Algebra II

5302 & 5303

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Demonstrate success in completing Algebra I and Geometry or take Geometry concurrently with instructor approval.

NCAA DI Academic Standard

This class is designed to keep a rigorous pace that allows for coverage of required material. Students taking this course have strong math skills and are willing and able to complete nightly homework assignments. The course focus is an in-depth study of many families of functions. While improving skills with the graphing calculator, students will study quadratic, polynomial, rational, probability, exponential, logarithmic, radical, statistical, and trigonometric functions. Many of the problems in the Algebra II course are designed to solve real-world unpredictable situations.

Algebra II A

5305 & 5306

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Algebra I and Geometry

This course covers the first half of Algebra II over 2 semesters. After reviewing linear equations and inequalities, the course focus is an in-depth study of many families of functions. While improving skills with the graphing calculator, students study quadratics and polynomial equations. Many of the problems solved in the Algebra II course are real-life applications. A student must register for both Algebra II Year 1 and Algebra II Year 2.

Algebra II B

5308 & 5309

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Algebra I and Geometry; if the student does not pass Algebra 2A, then they must enroll in Algebra 2A2

This course covers the second half of Algebra II over 2 terms and also covers additional topics. Successful completion of this course and Algebra II YR 1 is equivalent to the completion of Algebra II.

The course focus is an in-depth study of families of functions. While improving skills with the graphing calculator, students study quadratics and exponential equations, logarithm, radical and rational functions. Many of the problems solved in the Algebra II course are real-life applications.

Geometry

5202 & 5203

Grades: 9-10

Two Semesters: 1 credit

Prerequisite: Successful completion of Algebra I or instructor approval

NCAA DI Academic Standard

This class is designed to keep a steady pace that allows for coverage of required material and the opportunity to apply the material to real-world unpredictable situations. This course examines the relationships and properties of lines, surfaces and polygons. In addition, students learn to logically organize persuasive arguments through the study and development of proofs. Topics include parallel lines, congruent and similar triangles, transformations, polygons and their properties, area, 3 dimensional figures with their volumes and surface area, circles and their properties and coordinate geometry.

Applied Geometry

5212 & 5213

Grade: 10

Two Semesters: 1 credit

Prerequisite: Successful completion of Algebra I or instructor approval

This course, although similar to geometry, is not as rigorous as a traditional geometry course. The course examines the relationships and properties of lines, surfaces and polygons. Students learn to logically organize persuasive arguments through the study and development of simple proofs. Topics include; parallel lines, congruent and similar triangles, transformations, polygons and their properties, area, volume and surface area of 3 dimensional figures, circles and their properties and coordinate geometry. After successful completion of this course, a student would be expected to take the two-year Algebra II course.

Functions, Statistics and Trigonometry

5511 & 5512

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Algebra II

NCAA DI Academic Standard

This course will provide additional support for students who struggled with Algebra 2 concepts. Concepts covered in this class include a unit reviewing basic skills in algebra and geometry, function notation, functions and graphs, statistics and linear functions. New concepts that will be covered include continuing studying functions related to exponential and quadratic, trigonometry and statistics. After successful completion of this course, a student would be expected to take Introduction to Advanced Mathematics.

Precalculus

5402 & 5203

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Algebra II (B- or better)

NCAA DI Academic Standard

This course has three basic goals: to help students develop a good understanding of several strands of mathematics, to show students how to integrate these strands as modeling for real-life problems, and to raise the student's level of mathematical maturity. Major concepts are polynomial functions, exponential functions, logarithmic functions, and trigonometric functions. Functions and trigonometry are the focus of this course for two thirds of the year. The graphing calculator enhances understanding.

Advanced Placement (AP) Calculus AB

5881 & 5882

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Instructor Approval and successful completion of Precalculus (B or better)

NCAA DI Academic Standard

This class is designed for students previously enrolled in Precalculus who are strong, independent, math students. This is the first year of Math HL which is a course that caters to students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right within courses such as physics, engineering and technology. Calculus is a demanding, college level course for students with strong math skills and the willingness to work. Calculus stands as the gateway to higher mathematics and to applications in the fields of physics, biology, chemistry, business, economics, and statistics. Students will become skilled in graphical analysis, differentiation, integration, and the proper application of these skills along with a working knowledge of the TI-89 graphing calculator. This calculus course satisfies the criteria of AP Calculus AB. Students may elect to pay a fee and take the Advanced Placement Test to earn possible college credit.

Advanced Placement (AP) Calculus BC (pending Board approval)

5893 & 5894

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: AP Calculus AB and Instructor Approval

NCAA DI Academic Standard

This course caters to students with a strong background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. BC will focus on advanced math topics such as polar coordinates, vectors, and Taylor and MacLaurin Series. At the end of the year students can take the AP Calculus BC exam for college credit.

Advanced Placement (AP) Statistics**5441 & 5442***GRADES: 10-12 (Can be taken as an additional elective for 10th-12th grades)**Two Semesters: 1 credit**Prerequisite: Algebra II**NCAA DI Academic Standard***See counselor for Blended Learning option*

Statistics is a demanding, college level course for students with strong math skills and the willingness to work. Statistic strands have applications in almost every field of study; especially in social sciences (psychology, sociology, economics, business, etc.) and sciences (physics, biology, chemistry, etc.). Students will have a “hands-on” experience as they take samples and generate their own statistics from their data. Material and probability is used to generalize what happens to a larger group. An excellent course for every college bound student, especially non-math majors. Students may elect to pay a fee and take the Advanced Placement Test to earn possible college credit.

IB Mathematics: Analysis & Approaches I**5921 & 5922***Grades: 11-12**Two Semesters: 1 credit**Prerequisite: Algebra II**NCAA DI Academic Standard*

Analysis and approaches is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. This course is intended to prepare students for a career in engineering, mathematics, theoretical science, physics, chemistry, economics or business administration. This course focuses more on advanced mathematical topics such as calculus. At the conclusion of this course, students will select whether to pursue Analysis and Approaches at standard or higher level.

IB Mathematics: Applications & Interpretations I**5919 & 5920***Grades: 11-12**Two Semesters: 1 credit**Prerequisite: Geometry**NCAA DI Academic Standard*

Applications and interpretation is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course is intended to prepare students for a career in social sciences, humanities, languages, experimental science, biology, economics, business administration or arts. At the conclusion of this course, students will select whether to pursue Applications and Interpretation at standard or higher level. This course will also meet state requirements for Algebra II for those students who require it.

Categorical Math A***9611 & 9612****Grades: 9-12**Two Semesters: 1 credit**Prerequisite: IEP and/or caseload teacher approval*

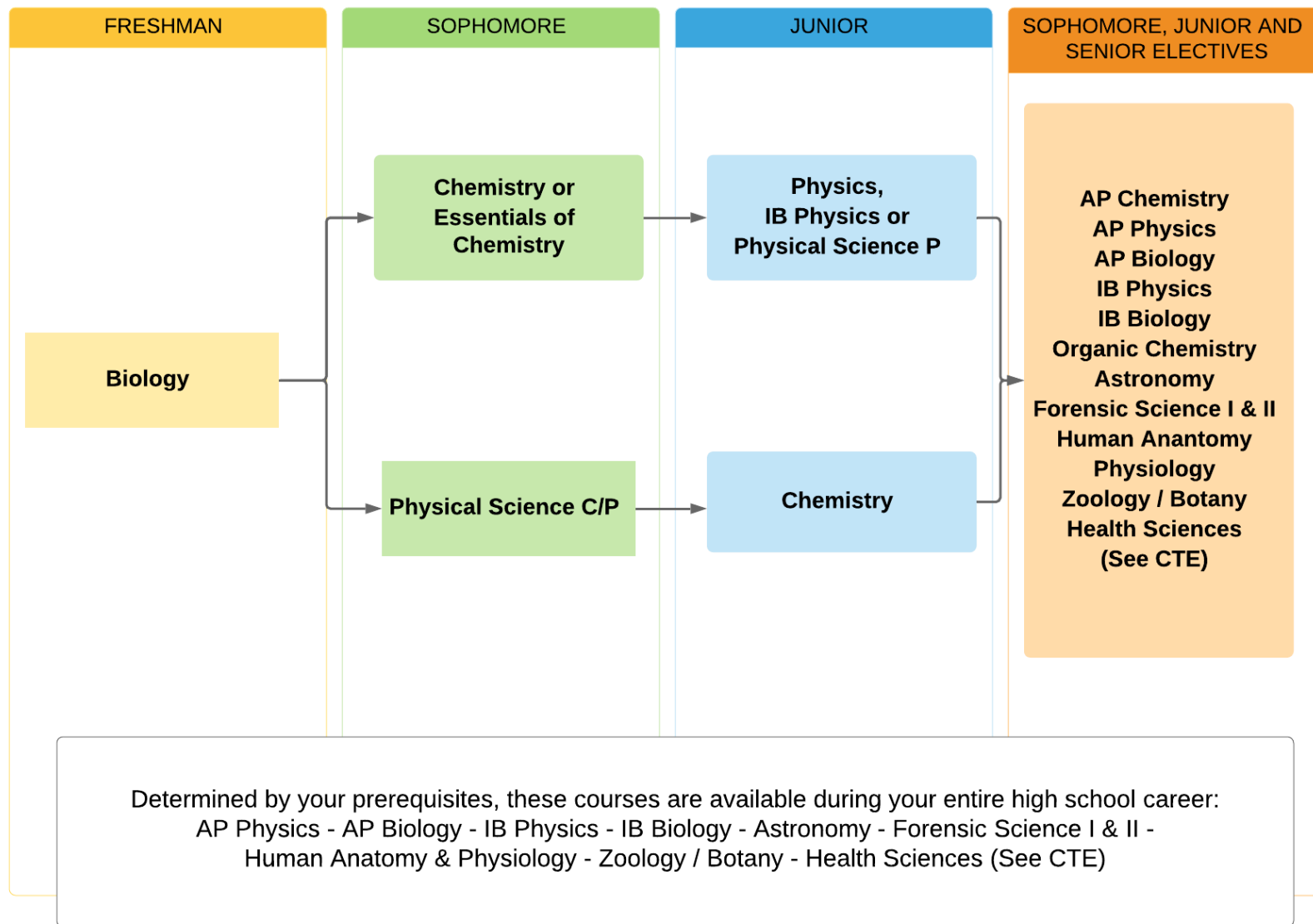
Focuses on math skills, such as, addition, subtraction, money identification, telling time and calendar. Students use various techniques to learn these skills, for example, computer programs with teacher assistance, worksheets and small group or one on one lessons.

Functional Math A***9615 & 9616****Grades: 9-12**Two Semesters: 1 credit**Prerequisite: IEP and/or caseload teacher approval*

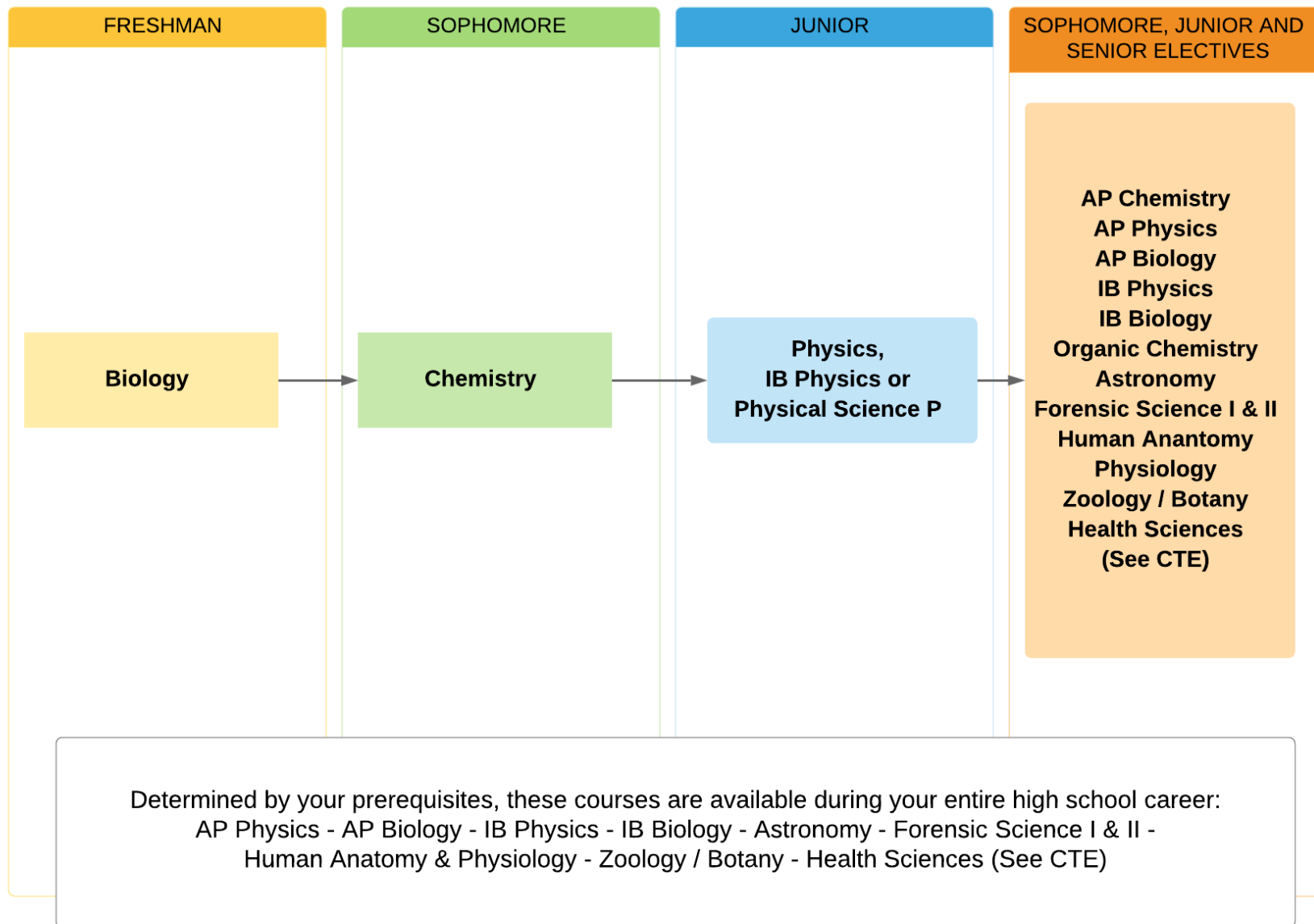
Reviews the concepts learned in “Categorical Math” and deepens student knowledge of their math skills as it relates to real-world situations such as: rounding to the next dollar, making change, calculating hours and minutes related to a time sheet, calculating gross pay, budgeting, sales tax, calculation of tip and reading and understanding coupons. Students use various techniques to learn these skills, for example, computer programs with teacher assistance, worksheets, community based instruction experiences and small group lessons.

Science

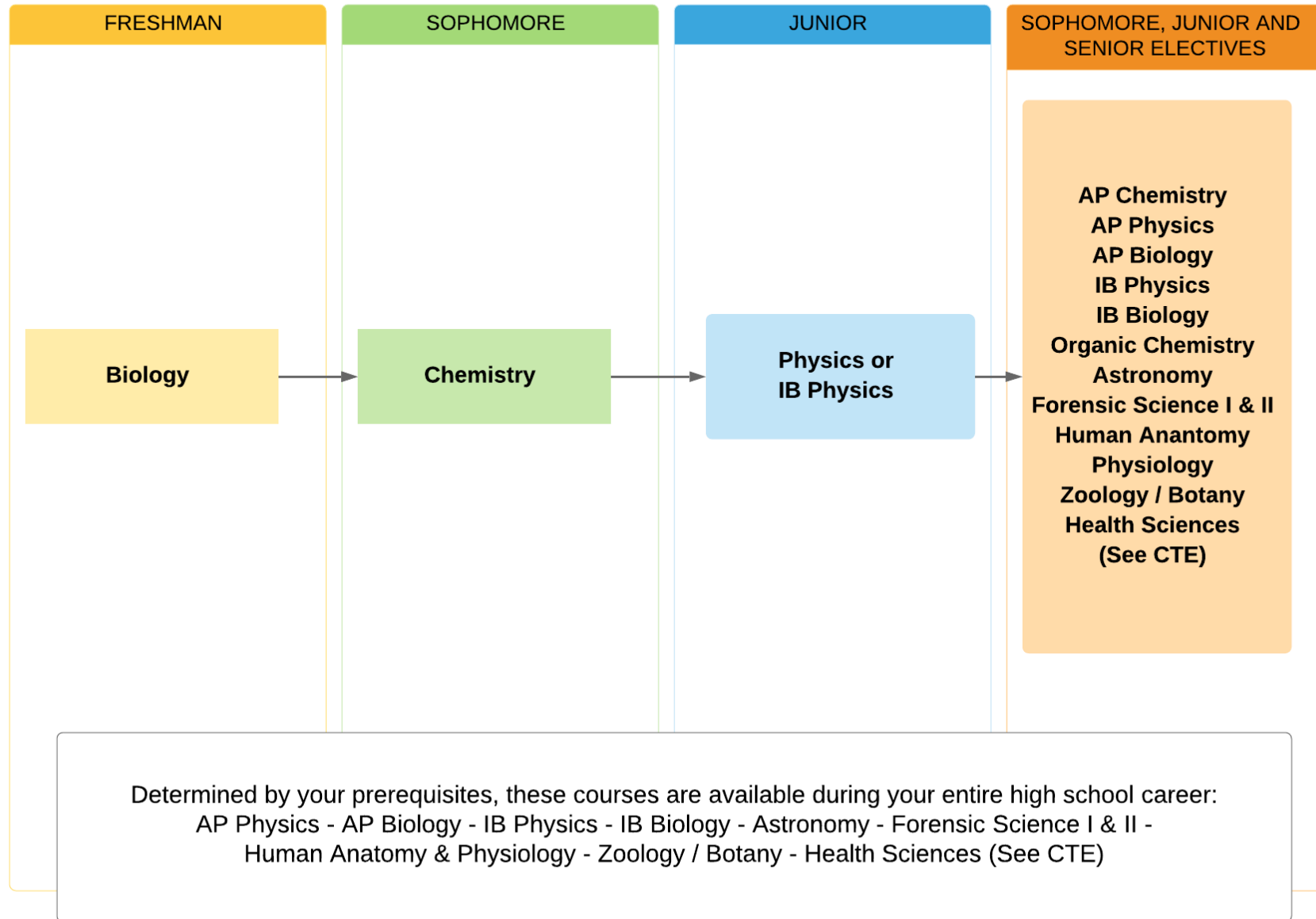
Science Flow Chart Classes of 2021 and 2022



Science Flowchart Class of 2023



Science Flowchart Classes 2024 and Beyond



Science Courses

Biology

6722 & 6723

Grades: 9

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

This course is designed to meet the national standards for biological education. This course includes organization and development of living things; including molecular, biochemical, and physiological properties. Evolution; natural selection and biodiversity theories and evidence. Genetics; including heredity, cellular division, nucleic acid and protein synthesis behavior. Ecology; ecological studies and how living things interact with the environment. This course is designed to include scientific inquiry and reflection to increase science processing skills.

Chemistry

6436 & 6437

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Biology I

NCAA DI Academic Standard

This course will fulfill the state chemistry or physics curriculum requirement. This is a prerequisite for students intending to take AP Chemistry, AP Biology, and Organic Chemistry. This course will include International System units, quantitative processes, atomic structure, chemical names and formulas, periodic relationships, chemical reactions and quantitative analysis, gas laws, acids, bases, solutions, thermochemistry, nuclear chemistry, and equilibrium.

Organic Chemistry

6440 & 6441

Grades: 11-12

Two Semesters: 1 credit

Prerequisites: Chemistry (not Essentials of Chemistry) and Geometry

NCAA DI Academic Standard

This course will focus on the variety of functional groups within the organic chemistry world. Students will be able to recognize, name, and draw structures for thousands of organic compounds. Students will also be able to predict the typical reactions of all organic functional groups. Additional topics in biochemistry such as carbohydrates, lipids, proteins, and nucleic acids will be studied. Significant experience in organic labs will also be emphasized. This course is highly recommended for students interested in physical sciences, biological sciences, engineering and medical careers.

Physical Science Physics

6262

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

NCAA DI Academic Standard

This semester long course may be taken in any order or sequence by the student. Topics include; types of energy and energy transformations, one-dimensional motion, forces, electricity and magnetism as well as light and its properties. This course does not fulfill the state physics requirement. This course is NOT recommended following successful completion of Physics.

Physics

6612 & 6613

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Geometry and Algebra II (can take Algebra II concurrently)

NCAA DI Academic Standard

In this course, students will investigate the physics of everyday activities such as driving, sports, music, amusement park rides, electrical power, and many other events. This class will help students develop logical methods of problem solving, familiarize the students with scientific terminology, develop laboratory investigation skills, and deepen their understanding of the world around them. The concepts covered in this course include: measurement; matter and energy; forces and motion; work and power; sound; and light; electricity and magnetism. This course will fulfill the state chemistry or physics curriculum requirement.

Astronomy

6002

Grades: 11-12

One Semester: ½ credit

Prerequisite: Algebra I and successful completion of freshman and sophomore science

Do you wonder where stars and planets come from? Is the universe really expanding? This is a survey course of the topic of Astronomy. Part history, part science, and part mathematics, this course delves into the historical roots of the studies of the stars, from ancient civilizations to the laws of planetary motion and large-scale physics. Students in this class will study Earth-bound phenomena, measuring the skies, a history of early astronomy, notable astronomers and physicists, light and telescopes, the solar system, the life cycles of stars, and modern astrophysics. During this course, students can be expected to sharpen their skills in reading, research, writing, spatial awareness and reasoning, and mathematics. Students can expect to participate in individual, partner, and small group projects - that range from recreating ancient astronomical sites to researching modern astrophysics topics - over the course of the semester.

Forensic Science I

6301

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

NCAA DI Academic Standard

Would you like to know how they solve the crimes on CSI? This course is a hands-on, lab-based class. Topics include: evidence collection; crime scene photography; hair, fiber and textile analysis; finger-prints and collection; glass evidence and crime scene scenarios. Tests will be traditional and analysis of simulated crime scenes.

Forensic Science II

6302

Grades: 10-12

One Semester: ½ credit

Prerequisite: successful completion of Forensics I

NCAA DI Academic Standard

Does “The Bug Guy” Dr. Gil Grissom, from CSI fascinate you? Would you like to be able to determine the time of death for your victim? This course is a hands-on, lab-based class. Topics include: blood spatter analysis; drug identification and toxicology; handwriting analysis; cause of death determination; forensic anthropology (bones and tool marks); and entomology. Some topics in this course may be disturbing due to content (cause of death determination and/ or entomology). Tests will be traditional and analysis of simulated crime scenes.

Human Anatomy and Physiology

6822 & 6823

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Biology

Recommended: Chemistry

NCAA DI Academic Standard

Human Anatomy and Physiology is an investigative and hands on laboratory based two-semester course that will cover the basic structure and functions of the human body. This course emphasizes a body systems approach covering each systems anatomical and physiological characteristic while demonstrating how each system contributes to maintaining homeostasis in the human body. The student will understand the organization of the body by studying the structure and function of cells, tissues, organs and organ systems. The student will also become familiar with the skeletal, muscular, integumentary, circulatory, respiratory, digestive, excretory, nervous, immune, endocrine and reproductive systems. This course is well suited for the student who has an interest in pursuing a career in the health science and medical related fields. There will be numerous hands on activities, labs, experiments and dissections, such as but not limited to neuromuscular response, brain, eye, heart, kidney and bone dissections. Human diseases, nutritional health, medical tests, and health care career information will be included in the curriculum.

Zoology/Botany**6522 & 6523***Grades: 10-12**Two Semesters: 1 credit**Prerequisite: none**NCAA DI Academic Standard*

This course is an introduction to the plant and animal kingdoms. We explore the major phyla of each kingdom. Focus is placed on how animals and plants carry out the nine essential functions of living things. This course includes numerous dissections of preserved specimens, research projects on various species as well as an exploration of zoology/botany related careers.

Advanced Placement (AP) Biology**6711 & 6712***Grades: 11-12**Two Semesters: 1 credit**Prerequisite: Biology and Chemistry**NCAA DI Academic Standard*

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The goal of the course is to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course focuses on the following general areas: the process of evolution drives the diversity and unity of life; biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; living systems store, retrieve, transmit, and respond to information essential to life processes; biological systems interact, and these systems and their interactions possess complex properties. The course also has an emphasis on science skills and practices which will be demonstrated through a significant amount of laboratory work. Students may take the Advanced Placement Examination to qualify for college credit.

Advanced Placement (AP) Chemistry**6481 & 6482***Grades: 11-12**Two Semesters: 1 credit**Prerequisite: Chemistry**Recommended: Calculus is strongly recommended prior or concurrent**NCAA DI Academic Standard*

Intensive study of topics normally presented at a college level for chemistry majors or others pursuing a science or medical degree. A strong math background is highly recommended. Topics include: atomic structure, thermochemistry, gases, bonding, solutions, reaction rates equilibrium, acid/base, qualitative analysis, oxidation/reduction, nuclear chemistry, organic chemistry via spectroscopy, inorganic chemistry, and biochemistry. Students may take the Advanced Placement Examination to qualify for college credit.

Advanced Placement (AP) Physics

6621 & 6622

Grades: 11-12

Two Semesters: 1 credit

Prerequisites: Physics and Precalculus (or concurrent with teacher approval)

NCAA DI Academic Standard

This course will continue the study of Physics I, but at a much deeper level, and serve as excellent preparation for future engineers, scientists and mathematicians. Students can earn up to five credits of calculus-based college physics with successful completion of the College Board's AP Physics Exam in May. This course will focus on the ideas presented in Newtonian Mechanics including: forces and motion, work, power, energy, momentum and collisions, rotational motion, gravitation, and simple harmonic motion. Concurrent enrollment in AP Calculus is strongly recommended, but not required.

IB Biology HL I (Year 1)

6911 & 6912

Grades: 11-12

Two Semesters: 1 credit

Prerequisites: Biology, Chemistry

NCAA DI Academic Standard

This is the first year of a two year course that will focus on an in-depth understanding of biological systems including extensive laboratory work. This intensive program takes an inquiry based approach to applying the scientific method. Upon completion of the course, students will be expected to: construct explanations of biological phenomena, communicate logically and concisely, utilize a variety of technology to analyze and evaluate data, and collaborate with peers to solve qualitative and quantitative problems. Students will be assessed both internally and externally according to IB criteria. The internal assessment focuses on laboratory investigations performed independently and assessed by both the teacher and IBO and includes lab work performed during both the junior and senior year. Topics of study will include; the chemistry of life, cell respiration and photosynthesis, cells, nucleic acids and proteins, genetics, ecology and evolution.

IB Biology HL II (Year 2)

6915 & 6916

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: IB Biology HL I or AP Biology

NCAA DI Academic Standard

This is the second year of a two year course that will focus on an in-depth understanding of biological systems including extensive laboratory work. This intensive program takes an inquiry based approach to applying the scientific method. Upon completion of the course, students will be expected to: construct explanations of biological phenomena, communicate logically and concisely, utilize a variety of technology to analyze and evaluate data, and collaborate with peers to solve qualitative and quantitative problems. Students will be assessed both internally and externally according to IB criteria. The internal assessment focuses on laboratory investigations performed independently and assessed by both the teacher and IBO and includes lab work performed during both the junior and senior year. Topics of study will include; the chemistry of life, cell respiration and photosynthesis, cells, nucleic acids and proteins, genetics, ecology and evolution.

IB Physics I

6901 & 6902

Grades: 11

Two Semesters: 1 credit

Prerequisite: Successful Completion of Algebra II

NCAA DI Academic Standard

Physics is the study of matter, energy, and the interaction between objects. This advanced physics course will build a foundation of critical thinking, investigation techniques, and problem solving skill that leads to a better understanding of the world around us. Throughout the course of IB Physics students will help develop interpersonal skills, manipulative skills, analytical skills, and an appreciation and ability in the entire scientific process. Problem solving will not require calculus, however, a strong background in mathematics is strongly encouraged. The first year of IB Physics will cover the following topics: measurement and uncertainty, motion, forces, gravitation, work, energy, power, momentum, collisions, oscillations and waves, and thermal physics.

IB Physics is a two-year course that will prepare students to be successful in IB Diploma Programme Physics and serve as great preparation for future engineers and scientists. This course can be used to satisfy the requirements of the IB Diploma Programme at either the standard or higher level. Upon successful completion of the course and adequate scores, Physics HL can earn a student up to 10 credits of college physics for future engineers and scientists.

IB Physics II

6905 & 6906

Grades: 12

Two Semesters: 1 credit

Prerequisites: Successful completion of IB Physics I or completion of Physics A/B with instructor approval to the prerequisites

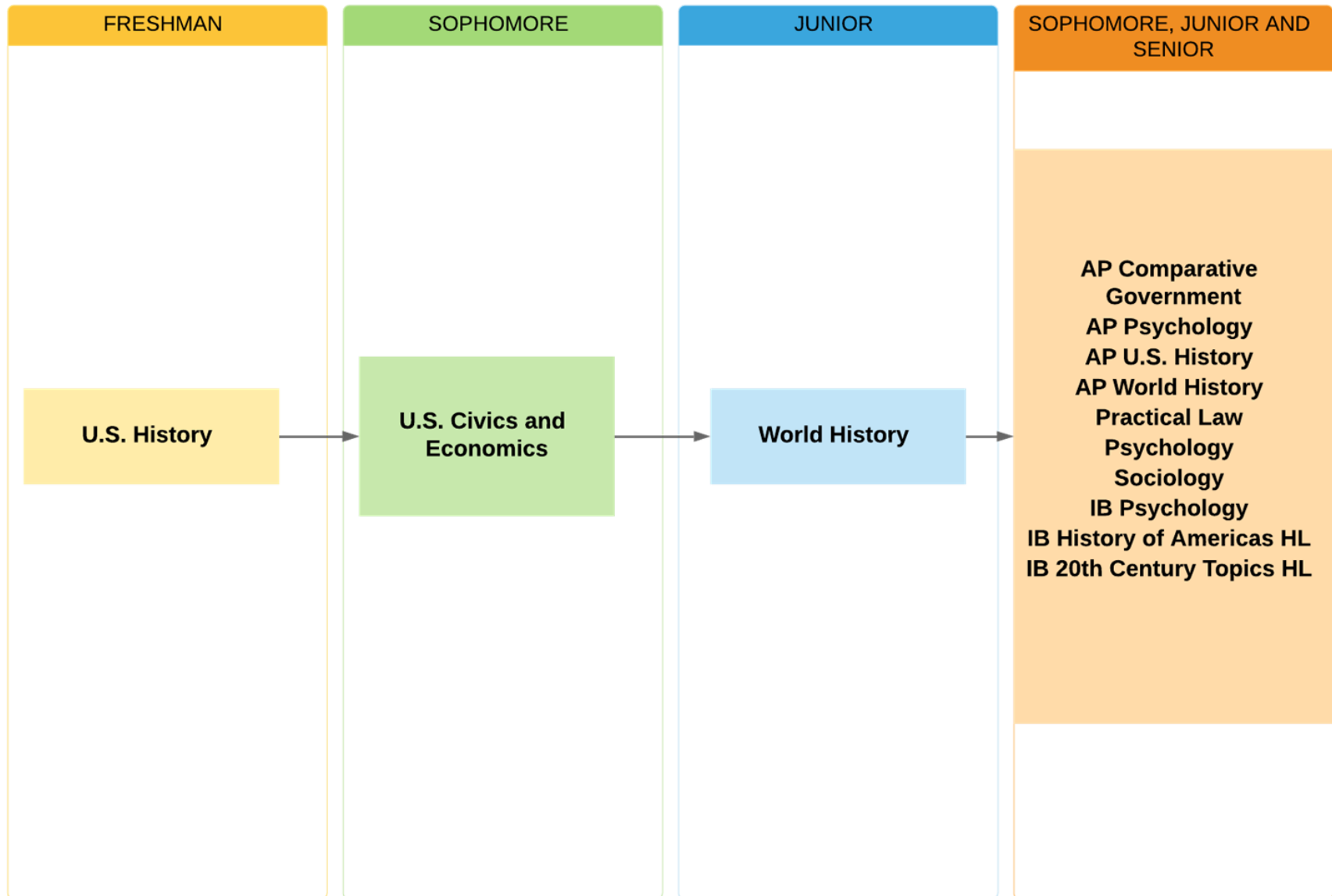
NCAA DI Academic Standard

IB Physics II is a continuation of the first year of physics that will further prepare students to be successful in IB Diploma Programme Physics and serve as great preparation for future engineers and scientists. The second year of the two-year IB Physics course will continue to build on a foundation of critical thinking, investigation and lab techniques, and problem solving that leads to a better understanding of the world around us. Throughout the course of IB Physics students will help develop interpersonal skills, manipulative skills, analytical skills, and an appreciation and ability in the entire scientific process. This course will cover the following topics: fields, electricity and magnetism, electromagnetic induction, atomic, nuclear and particle physics, relativity, and energy production. Students who successfully completed Physics A/B and have a strong desire to learn more may elect to take this course even if they have not completed IB Physics I.

Individuals and Societies (Social Studies)

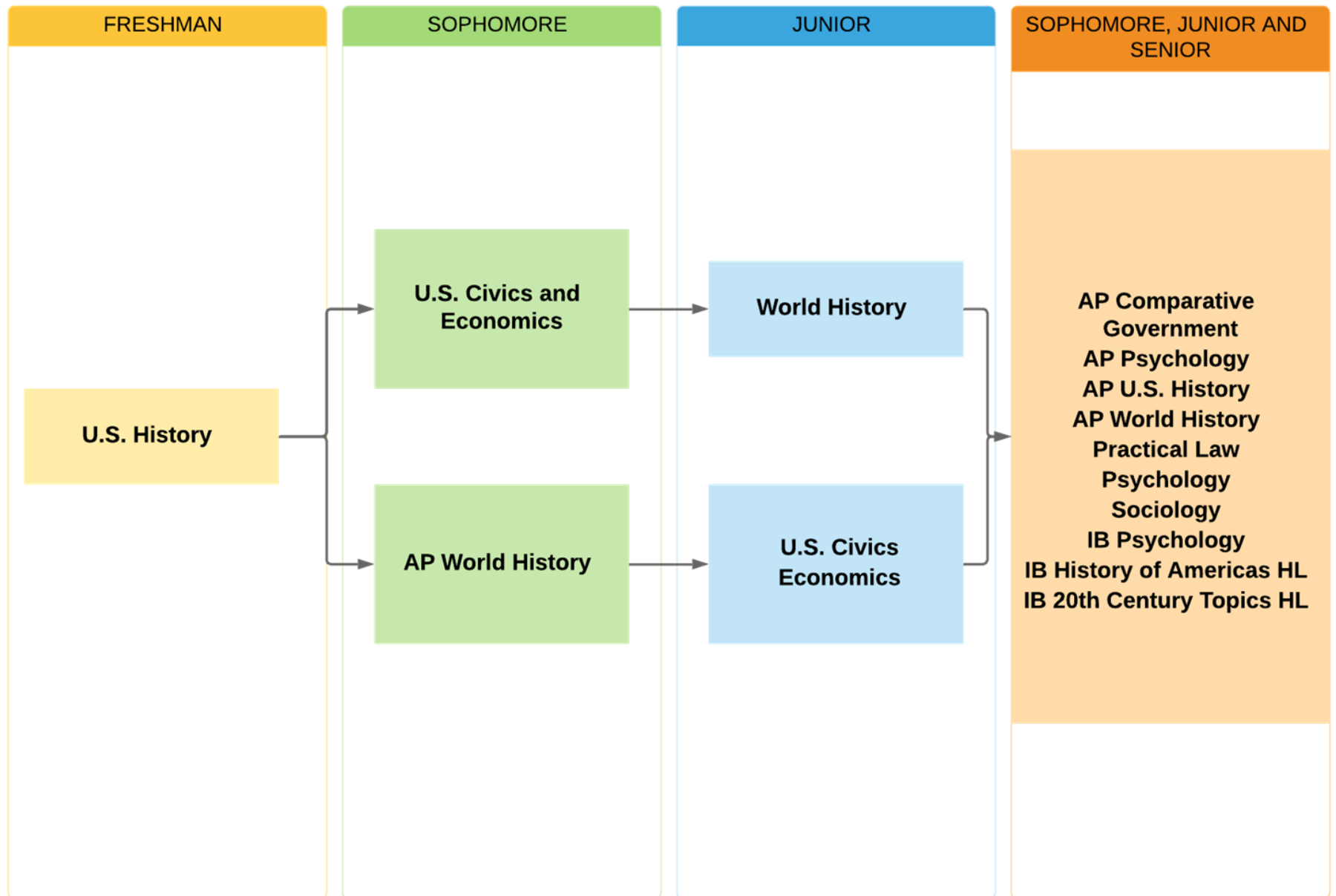
General Individuals and Societies Sequence

(to meet MMC requirements)

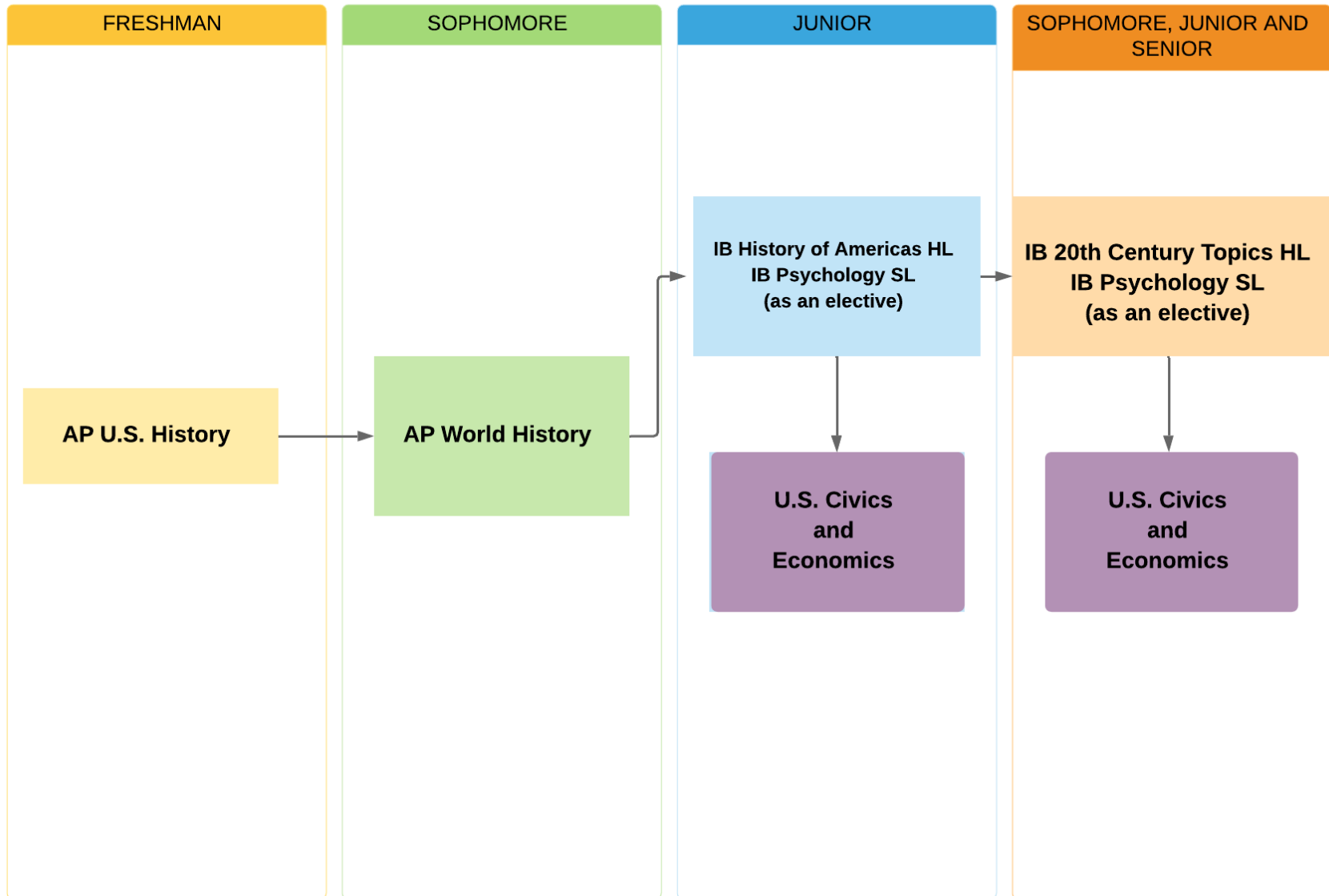


Accelerated Individuals and Societies

(to allow advanced social studies course work and additional Individuals and Societies electives)



International Baccalaureate Diploma Programme
(to satisfy all requirements of the IB DP Programme)



Individuals and Societies (Social Studies) Course

United States History

8966 & 8967

Grades: 9

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

This course introduces students to the history of the United States from its emergence as a world power to the present day. The course divides the twentieth century chronologically into eras. Students learn to place major events of the century on a timeline and to analyze their cause and effect. Using primary and secondary sources, students explore time and place in the twentieth century. They compare conflicting accounts of the past and express informed judgments, both orally and in writing, about significant events that shaped the nation. Using a variety of media, they compile, analyze, and present historical data. Within their historical study of twentieth century America, students deepen their understanding of major geographical themes and basic economic concepts. Students also study significant changes in American government.

United States Civics

8432

Grades: 9-11

One Semester: ½ credit

Prerequisite: none

NCAA DI Academic Standard

This course deepens students' knowledge of national, state, and local government in America. Students review the philosophical foundations of democratic government in the United States. The structure and functions of national and state government under the American federal system are studied. Students strengthen their understanding of the legal rights and accompanying responsibilities shared by all citizens of our constitutional democracy as they explore American political behavior. Through discussion and writing, students practice making reasoned decisions about matters of public policy.

Economics

8752

Grades: 9-11

One Semester: ½ credit

Prerequisite: None

NCAA DI Academic Standard

This course introduces the discipline of economics. The overarching problem of scarcity, unlimited human wants pursuing limited resources, is a focal point of the course. Students deepen their understanding of basic economic concepts and apply them to national and international problems. In addition to their study of macroeconomics, students study personal finance and business in a free market economy. They learn about the banking system, taxation, productivity, marketing and advertising. Using a variety of media, they compile, analyze and present statistical data pertinent to economic problems. Students use their economic knowledge to make informed decisions as consumers and to participate as citizens in deciding matters of economic policy.

World History

8934 & 8935

Grades: 11

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

This course engages students in the study of the modern world through key benchmarks in human history. Students will examine the historical origins of each concept they study while considering its geographical, social, political and economic dimensions. Through reading, writing, and project based learning students are able to deepen their understanding of World History. Students will also be introduced and master the strategy C.A.P.P.S (Content, Audience, Point of View, Perspective and Significance) to identify primary sources. As a result of this course students will be able to obtain a functional and thorough understanding of the world in which they live.

Practical Law

8532

Grades: 10-12

One Semester: ½ credit

Prerequisite: None

Students learn to understand and participate effectively in our legal system. Curriculum includes case studies, current events, role-plays, mock trials, small group exercises, video clips, and law games. Students will recognize law as a tool to be used to resolve conflict and to promote positive change in our society. Topics: constitutional law, examination of the juvenile and criminal justice system, lawsuits, family disputes, business law, and rights and responsibilities in the workplace.

Psychology

8852

Grades: 10-12

One Semester: ½ credit

Prerequisite: none

NCAA DI Academic Standard

Students study individual development and identity, examine how people learn, perceive, behave, and grow. Examination of various behaviors enhances understanding of the relationship among social norms, merging personal identities, the influences of identity formation, and the principles underlying individual action. Topics of discussion include intelligence, personality theory, reacting and coping with stress, mental disturbances, altered states of consciousness, learning disabilities, motivation, and human development. Self-assessments and fascinating topical video clips will aid the learning experience.

Sociology

8702

Grades: 11-12

One Semester: ½ credit

Prerequisite: none

NCAA DI Academic Standard

Students comprehend how forces from their social lives influence their everyday behaviors and decisions. With this knowledge, students can better understand how and why society affects them thus allowing the student more control to create their desired social setting.

Current Events

9605 & 9605

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: IEP and/or caseload teacher approval

This course provides students with the opportunity to learn and discuss different events that are going on around them. Students will read articles from magazines, newspapers and online resources and discuss as a group what they have read. Students will have the opportunity to share their opinions and learn from others.

Advanced Placement Comparative Government

8862 & 8863

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

AP Comparative Government is a course designed to address the challenges and triumphs of a rapidly changing global world in the 21st century. This class will address fundamental political concepts such as power, equality, structure, and peace. This class will use a comparative approach to highlight the approaches and effectiveness of policies in countries outside of the United States. This course will use China, Mexico, Iran, Great Britain, Nigeria, and Iran as case studies for government systems. The study of global politics allows students to engage with different and new perspectives in order to understand the world around us and their role as a global citizen

Advanced Placement Psychology

8877 & 8878

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

AP Psychology is designed to mirror an entry-level one semester college course and prepare students for the AP exam. An academic curriculum will include the systematic and scientific study of behavior and mental processes of human beings. Students are exposed to psychological facts, principles and experimentation that psychologists use in their research and methodology. Curricular topics include: history and approaches, research methods, biological behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, human development, personality, testing and individual differences, abnormal behavior, treatment of psychological disorders and social psychology. Students will participate in a variety of self-evaluations and group activities to explore these topics. Informative video clips will enhance the learning experience.

Advanced Placement (AP) United States History

8885 & 8886

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Approval of instructor

NCAA DI Academic Standard

AP United States History is part of a cooperation program between high schools (Oxford High School) and the College Board. Students receive instruction in U.S. History equivalent to a full year college introductory course. Students also have the option of taking a comprehensive examination that could earn college credit. Students learn to assess historical materials and to weigh evidence and interpretations of U.S. History. The course has a mixture of text and outside readings that give the student broad perspectives based upon social, intellectual, economic, and political issues of the American past. Because the exam is prepared by the College Board and given at local high schools, course requirements will be completed the last week in April in order to prepare for the test. A digital summer assignment via Haiku is required for continued enrollment.

Advanced Placement World History

8891 & 8892

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Approval of instructor

NCAA DI Academic Standard

The Advanced Placement World History: Modern (WHAP) is a challenging full year course that explores from the year 1200 C.E. to the present day. WHAP is considered the equivalent of a semester college survey course in Modern World history (equal three credits). In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Because the exam is prepared by the college Board and given at local high schools, course requirements will be completed by the first week in May in order to prepare for the test. A digital summer assignment via Haiku is required for continued enrollment.

IB Psychology SL

8855 & 8856

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

In this course students are self-directed learners. Students will learn about cultural aspects of psychology and become involved in interesting activities and projects. Interesting video clips will be shown in class to fully understand real life experiences in psychology. Students will evaluate research in an ethical manner and get an understanding of biological, cognitive and socio-cultural influences on behavior. This will enable students to use critical thinking skills and gather data for research design. An elective topic (students' choice) of abnormal or sport psychology will be covered and students will conduct a simple experiment and write an APA style report. In order to be successful in IB Psychology, a student should have the following attributes; motivated and dedicated to school work, self-directed learner, responsible, able to multitask and prioritize activities, make deadlines, proficient in reading, writing and interested in human behavior. The class is an excellent option for seniors that have completed AP Psychology.

IB History of the Americas HL

8971 & 8972

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

As the world becomes increasingly interdependent, the discipline of history is much more important in understanding the diverse cultures and societies of the globe. It is essential that candidates comprehend the past, in order to satisfactorily participating the social, political, economic, religious, technological and cultural issues of the present. The course will be divided into two years, with the first year being the regional study called History of Americas. In this course, study will focus on 20th century eras and the events of World War II, the Cold War and Civil Rights and Social Movements in the United States, Canada, and Latin America. All students are also required to complete the Internal Assessment research paper.

IB 20th Century Topics HL

8975 & 8976

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Instructor Approval

NCAA DI Academic Standard

As the world becomes increasingly interdependent the discipline of history is much more important in understanding the diverse cultures and societies of the globe. It is essential that candidates develop an understanding of the past in order to satisfactorily understand the social, political, economic, religious, technological and cultural issues of the present. The course will be divided into two years, with the second year being the study of 20th Century Topics. In this course, students will examine the 20th century world history topics, specifically Causes and Effects of 20th Century Wars and the Cold War. Also in IB 20th Century Topics HL, students will examine a prescribed subject in 20th century world history centered on The Move to Global War

Visual, Performing and Technical Arts

Visual Arts Courses

Advanced Drawing & Painting

1090

Grades: 10-12

One Semesters: ½ credit

Prerequisites: Successful completion of Drawing II

Artists will be challenged to create work that demonstrates exceptional composition and craftsmanship, while developing more expressive drawing techniques. An emphasis is placed on rendering objects that reflect the artist's personal style through the completion of pieces using professional quality media such as, oils on stretched canvas, acrylic on canvas panels, watercolor on rough-toothed paper, and India ink on rice paper, among others. Finished pieces will be matted and presented with an oral critique, and each artist will self-evaluate to determine which work will be included in his/her portfolio. The portfolio may be used for entrance into colleges or summer art programs, as well as for competition in scholarship programs.

Advanced Studio

1100

Grades: 11-12

One Semester: ½ credit

Prerequisite: Successful completion of Advanced Drawing and Painting

This class is designed for select artists who are developing a portfolio for competition and/or scholarship purposes. Instruction will include both directed and independent study with artists primarily working independently in class to create their own original works of art. The artists will select one or two techniques on which to focus the development of their skills. Students primarily focus on one subject and express themselves through drawing, painting, or sculpting, but other media could be considered per discussion with the instructor. By using a variety of media selected by the artist and instructor together, artists will be personally guided to success. Based on original ideas and viewpoints, the final collection will reflect each student's skills, strengths, and knowledge, and will be on public display at the end of the semester. This course is intended for students who plan to pursue art as a career.

Ceramics & Sculpture I

1022

Grades: 9-12

One Semester: ½ credit

Prerequisite: none

This course is about creating functional and creative pieces of art. Ceramics and sculpture will both be studied, with an emphasis on three-dimensional design elements and principles. Students will learn various methods of hand building techniques for pottery. The specific properties of clay will be explored and a refined sense of the medium will be developed by students as they study the concept of negative space to create projects that are equally developed and balanced. Other media such as wire, wood, and other objects will also be explored as sculpture material.

Ceramics & Sculpture II

1032

Grades: 9-12

One Semester: ½ credit

Prerequisite: Successful completion of Ceramics and Sculpture

This course is a continuation of Ceramics & Sculpture I with students continuing to explore and develop their artistic skills to create 3-D works. By studying advanced techniques in pottery using both the potter's wheel and hand building techniques, students will pursue the art of creating functional and creative forms. Students will draw heavily on their previous experiences in ceramics and the specific properties of clay. Other media such as wire, wood, and other objects will also be explored as sculpture material.

Design Concepts

1006

Grades: 9-12

One Semester: ½ credit

Prerequisite: none

Design is the process of planning, organizing and creating a product that communicates. Design Concepts will show artists how to use the basic elements and principles of design such as repetition, movement, emphasis, and unity to create interesting works of art that speak to the audience. Artists will be using a wide variety of media such as, ebony pencil, markers, watercolor, wood sculpture and clay to discover their favorite method of expression. All levels of ability will be accepted with a focus on individual artist improvement.

Design in Materials

1030

Grades: 9-12

One Semester: ½ credit

Prerequisite: Successful completion of Design Concepts or Ceramic & Sculpture I

This course focuses on methods of traditional crafting. Artists will learn time-honored methods of fine art crafting, while adding their own modern personality to each of the projects. The art is designed from a multi-cultural perspective, with decorative as well as functional use. Materials may include fiber, clay, reeds, pewter, and glass, among others. Projects may include: stained glass, Zen gardens, mandalas, ceramic vessels, and jewelry. The final project of the semester is one of the artist's own choice, based on skills and knowledge attained in class.

Drawing I

1008

Grades: 9-12

One Semester: ½ credit

Prerequisite: none

In this course, artists work on two-dimensional or flat pieces using ebony pencil, pen and ink, chalk pastels, black and white charcoal, and a variety of tools to draw from observation, photo references, and imagination. By completing a huge variety of traditional and nontraditional assignments, the artists will practice competency in visualization, composition, and realistic representation of different subjects in different styles. There are sure to be many projects students will find interesting and challenging. All levels of ability are accepted with a focus on individual improvement.

Drawing II

1010

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Drawing I or Design Concepts

This course is for those artists interested in continuing study in two-dimensional media. Students will use the principles and elements of design to create complex artwork and improve artistic skills, with the freedom to reflect their own personalities in each piece. New and more sophisticated media such as, acrylic on pressboard, India ink on rice paper, and dry-on-wet watercolor, among other methods will be practiced. Time is allowed for the honing of each technique, so that the artist is satisfied with the results. Artists will use proper art vocabulary to effectively critique their work and the work of other students in an effort to stimulate a continuing exchange of ideas.

Fibers & Metals

1130

Grades: 10-12

One Semester: ½ credit

Prerequisite: Successful Completion of Design in Materials

This advanced course provides instruction for more sophisticated methods of various craft construction. Sufficient time is allowed for artists to form individual ideas on how to use techniques demonstrated to personalize their art- work. As in Design in Materials, this course emphasizes the utilitarian aspect of the pieces. Artists will be trained in use of specific tools to create finished crafts that they may not have an opportunity to produce outside of the classroom.

IB Visual Arts SL

1051 & 1052

Grades: 11-12

Two Semesters: 1 credit

Prerequisites: Instructor Approval

IB Visual Arts SL will help students develop a personal awareness of their role among fellow artists and community members, and within local and global societies. Students will apply subject specific concepts to execute personal compositions in a variety of media and techniques. Through research and studio production, students will develop their own artistic voice with which to visually communicate their perspective on issues of personal value. Artwork will reflect historical and cultural connections, and illustrate educational and environmental influences. Students will show evidence of the journey of development through regular entries culminating in an Investigative Workbook, detailing their inspiration, creation, reflection, analysis and self-discovery. Students' understanding of whom they are as individuals, community members and members of a global society will be demonstrated in both the Investigative Workbook and studio production. At the completion of the course, students' work will be publicly displayed and evaluated. Assessment will include contents of the Investigation Workbook, oral and written reflections and critiques, and written exams.

Instrumental Music Course

Concert Band

1556 & 1557

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Director Approval

This course is designed primarily for incoming 9th grade students. It may include upper classmen whose skills have not developed to the level of those in the Wind Ensemble and Symphonic Bands, as well as students from the other bands who wish to learn a secondary instrument. This course will stress fundamentals of music and deal with the challenges and complexities of group performance. The Concert Band participates in the Michigan School Band and Orchestra Association (MSBOA) Band Festival and all students are encouraged to participate in the MSBOA Solo and Ensemble Festival. Participation in the Marching Band is not required but is strongly encouraged. Attendance at all performances is required.

Marching Band (Meets 8th Hour)

1575

Grades: 9-12

One Semester: ½ credit

Prerequisite: Director Approval

Marching Band (Meets in 8th hour) This class is a fall semester class only and will meet two evenings a week. In addition, students are expected to perform at all home football games, MSBOA Marching Band festival, Marching Band Competitions, and other activities as scheduled by the instructor.

Symphonic Band

1558 & 1559

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Audition with band director

This course will stress the fundamentals of group performance and the interpretation of fine band literature from all periods of history. The Symphonic Band participates in the Michigan School Band and Orchestra Association (MSBOA) Band Festival and all students are encouraged to participate in the MSBOA Solo and Ensemble Festival. Students performing in this band are required to participate in the Marching Band, unless a waiver is granted by the band director. Attendance at all performances is required.

Wind Ensemble

1547 & 1548

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Audition with band director

This course will stress the fundamentals of group performance and the interpretation of fine band literature from all periods of history. The Symphonic Band participates in the Michigan School Band and Orchestra Association (MSBOA) Band Festival and all students are encouraged to participate in the MSBOA Solo and Ensemble Festival. Students performing in this band are required to participate in the Marching Band, unless a waiver is granted by the band director. Attendance at all performances is required.

Guitar I**1560***Grades: 9-12**One Semester: ½ credit**Prerequisite: none*

This course will provide students the opportunity to develop musical skills and understanding of music through the basic skills of playing the guitar and/or bass guitar. Skill developed will include playing position, time production, technique, reading music, single note and chord playing skills. Students will develop listening skills that will help them to appreciate and connect to many different styles of music and cultures, as well as provide the tools necessary to continue and develop guitar performance skills.

Guitar II**1570***Grades: 9-12**One Semester: ½ credit**Prerequisite: Successful completion of Guitar Class I or instructor approval*

This course is designed as a continuation of Guitar Class I. Students will further develop musical skills previously learned. Barre chords, lead patterns, solos, and composition skills will be addressed. Students will learn to appreciate the different styles of play needed for the different types of music played on the guitar.

Introduction to Piano (One Semester Music Experience)**1596***Grades: 9-12**One Semester: ½ credit**Prerequisite: none*

Introduction to piano is a one semester class in which the students develop many musical skills, including; the history of the piano, note reading on the grand staff, dynamics, various articulations, and musical form.

Piano**1594 & 1595***Grades: 11-12**Two Semester: 1 credit**Prerequisite: Prior Music Experience/Instructor Approval or Intro to Piano*

Piano is a year-long course designed for students with previous musical experience. Previous understanding of reading musical notation is encouraged, but not required. Throughout the course of the school year, students will learn advanced skills needed to be able to perform music (both written and oral skills) on the piano, advanced chord progressions, extended piano techniques, compositional skills, and develop a greater appreciation for the evolution of piano repertoire and performers.

Jazz Band***1550 & 1551****Grade: 9-12**Two Semesters: 1 credit**Prerequisite: Director Audition*

Students will examine, through performance and other means, the styles of jazz music. Students learn typical structure and form of jazz, improvisational skills, the history of jazz in America, and necessary skills to successfully perform jazz music. Students will demonstrate self-discipline and self-motivation necessary to successfully learn and perform music individually and within an ensemble. This band performs at least three concerts per year at OHS and serves as musical representatives inside and outside of the Oxford community whenever possible. Grading will be based on class work, participation, and attendance at all performances. Jazz Band is a zero hour course and starts at 6:45 am.

Concert Orchestra***1525 & 1526****Grade: 9-12**Two Semesters: 1 credit**Prerequisite: Approval of Director and Audition*

The Concert Orchestra is designed for students who are looking to increase skills and awareness of foundational string pedagogy. The Concert Orchestra is comprised primarily of freshmen, but is open to students of all grade levels. This class develops skills regarding individual practice and accountability, scales (major and minor), vibrato, sight-reading skills, extension of individual technique, ear training, and theory. Success will be measured by the individual's improvement of these skills, as well as overall participation, attitude, and commitment. The Concert Orchestra participates in the Michigan State Band and Orchestra Festival (MSBOA), as well as evening performances throughout the school year. Advanced notice will be given for all orchestra events, and students will be required to attend all after-school dress rehearsals and performances.

Symphony Orchestra***1535 & 1536****Grade: 9-12**Two Semesters: 1 credit**Prerequisite: Approval of Director and Audition*

The Symphony Orchestra is an advanced ensemble comprised of upperclassmen, but is open to students of all grade levels. Students will focus on refining and mastering foundational string skills. Success will be measured by the individual's improvement of these skills, as well as overall participation, attitude, and commitment. The Symphony Orchestra participates in the Michigan State Band and Orchestra Festival (MSBOA), as well as evening performances throughout the school year. Students will be required to attend all after-school dress rehearsals and performances. Dates will be communicated well in advance.

Chamber Orchestra (Meets Zero Hour)***1538 & 1539****Grades: 9-12**Two Semesters: 1 credit**Prerequisite: Approval of Director and Audition*

The Chamber Orchestra is an advanced ensemble which plays college-level chamber literature. Students will be challenged daily with technical proficiency, musical interpretation, and professional musician etiquette. This ensemble serves as musical representatives at performances throughout the Oxford community. The Chamber Orchestra participates in the Michigan School Band and Orchestra Association (MSBOA) Orchestra Festival and all students are encouraged to participate in the MSBOA Solo and Ensemble Festival. This class meets before school 4 days per week during 0 hour. Attendance at all performances is required.

Miscellaneous Performing Arts

Exploring Music

1610

Grades: 9-12

One Semesters: ½ credit

Prerequisite: none

This non-performance class taught as a series of workshops will give the student the opportunity to explore and enjoy many forms and styles of all varieties of music, past, present and future. The lives and contributions of selected composers and artists will be discussed. In addition, this class will also discuss jazz, blues, rock and other forms of modern music. An introduction to the language of musical notation will also be explored.

Advanced Placement Music Theory

1615 & 1616

GRADES: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Music Theory and Composition or Instructor Approval

This course will focus on the construction and composition of music as it relates to both classical and modern sound. Students will examine the melodic and chord structures of various musical styles while developing an understanding of the nature and construction of quality musical examples. Students will have the opportunity to compose original pieces of music that are focused on developing an understanding of quality musical literature. Ear training and sight singing will be an important part of the musical development. Melodic lines, scales, chords and rhythms will also be studied.

Music Theory and Composition

1630

Grades: 9-12

One Semester: ½ credit

Prerequisite: Instructor Approval and instrument experience

Music theory will focus on the construction and writing of music as it relates to both classical and modern music. The course will examine the melody and chord structures of musical pieces and will provide a musical understanding of how quality music is written. The students will have the opportunity to write original pieces of music that are focused on developing an understanding of quality musical literature. Chords, Melody, time signatures, key signatures and large and small group writing will be studied.

IB Music SL

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Instructor Approval

1791 & 1792

This one-year course serves as a detailed, in depth exploration of each of the major components of music: theory, history and performance. Keeping the vision of the IB in mind, each of these areas will be studied with an emphasis on its own effect on the cultures of here and abroad. Students should thusly be prepared to examine music of western and non-western cultures, as well as practice solo/ensemble performance and practice different techniques in composition. As each DP Music student is required to test for an IB Certificate, the year will be taken to prepare for the required SL exam. This class is a –pull-out, meaning the IB Music course will happen in conjunction with a performance ensemble (band, choir, orchestra or guitar.) The students will split time between their ensemble and the IB Music course, the sequencing of which will be determined based on the needs of each of the performance ensembles.

Acting

Grades: 9-12

One Semester: ½ credit

Prerequisite: none

1327

Acting is a course designed to encourage individuals of all talent levels to “step out of their comfort zones” and to develop both personal and group performance skills through the art of stage acting. In this course, students will participate in creating both original and scripted characters/scenes. Emphasis is placed on creativity, exploration of ideas, and stage techniques designed to help grow students’ confidence levels and ability to effectively express ideas. (**Note:** No homework is given in this class, but eight out-of-class hours are required during the course of the semester.)

Advanced Acting

Grades: 10-12

One Semester: ½ credit

Prerequisite: Successful completion of Acting and/or Instructor Permission

1323

Advanced Acting is a course designed for students desiring a more in-depth study of acting. In this course, full-length plays are produced in OHS’s black box theatre for live audiences. Emphasis is placed on producing a strong artistic work while learning about the skills of directing, producing, designing, and acting. **Please note:** Due to Advance Acting being a production-based course, rehearsals outside of class time are required, although limited. The performances (shows) are also performed outside of class time (i.e. on evenings and/or weekends).

Speech I**1301***Grades: 9-12**One Semester: ½ credit**Prerequisite: none*

Speech I is designed to increase student confidence and communication skills. This class helps students understand the communication process and provides vital soft skills needed for an information-based world. Students will practice a wide range of communication experiences, including preparing speeches, listening, and oral interpretation. Students will increase self-confidence in all types of communication; verbal, non-verbal, visual and written, situations and learn to interact successfully with others. Strategies will be taught and practiced for the three types of Public Speaking: Speaking to Inform, Entertain, and Persuade. Grading will be based on personal growth, improvement, and reflection.

Speech II**1303***Grades: 9-12**One Semester: ½ credit**Prerequisite: Successful completion of Speech I*

This speech class focuses on communication, individual and group performances. Students will begin with exploring types of Communication and its impact on Relationships and Community. Persuasion will be explored with both a reinforcement and change mindset. A Shark Tank themed group performance will put your persuasive skills to the test. Through the study of speech forensics, the student will read, analyze and present a variety of performance categories including: poetry, duo, extemporaneous, and dramatic interpretation. The student will use debate techniques to begin using critical thinking and logical reasoning to present a skillful argumentation.

Communication as Improv!**1305***Grades: 9-12**One Semester: ½ credit**Prerequisite: none*

In this class, we'll take improvisation-based communication activities to the next level and apply them to real life – whether that's interpersonal impromptu communication, intrapersonal, small group, or a Mass Communication. Students will be encouraged to find their personal communication and speaking style, practice positive risk-taking and self-awareness, and heighten personal confidence. Focus on collaboration, spontaneity, team building, storytelling, and confident communication with connections to academic, professional, and personal situations.

Stagecraft**1525***Grades: 9-12**One Semester: ½ credit – General Elective Credit**Prerequisite: none*

Stagecraft is a work-based technical theatre course which teaches about everything that happens “behind the scenes”, both before and during a live stage production. In “Stagecraft I” students learn about how to use various tools as well as techniques used to create the “magic” of theatre. Students in this course are involved in building the sets for the school play/musical, as well as learning about the basics of props, costumes, make-up, and lighting. Note: No homework is given in Stagecraft, but eight out-of-class hours are required for this course

Advanced Stagecraft

1628 & 1629

Grades: 10-12

One Semester: ½ credit – General Elective Credit

Prerequisite: Successful completion of Stagecraft

Advanced Stagecraft is a course that provides in-depth, individualized instruction on various aspects of technical theatre (including set-building, lighting, sound, and stage management). Students in this course learn theatrical design techniques (as well as how to implement theatrical designs) while helping to run the Oxford Performing Arts Center and its season of shows. (Note: Students in Advanced Stagecraft can take this course multiple times since different events/shows occur on stage each semester). Note: No homework is given in Adv. Stagecraft, but ten out-of-class hours are required per semester.).

Vocal Music Courses

Concert Choir

1731 & 1732

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Basic Audition/Director Approval

Concert Choir is a female vocal ensemble for students interested in the study of vocal music. Concert Choir will rehearse and perform SA and SSA choral literature. Music styles studied will include pop, oldies, music theatre and classical. Students will receive specific training on developing the female voice with healthy technique and appropriate tone quality. Each student will be expected to rehearse and perform with 100% effort in the goal of producing performances that meet superior standards of musical performance. Emphasis will be made on creating quality choral music in an enjoyable and expressive atmosphere. Students in Concert Choir are required to participate in concerts and festivals outside the school day.

Men's Choir

1741 & 1742

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Basic Audition/Director Approval

Men's Choir is a male vocal ensemble which will rehearse and perform 2, 3 and 4 part men's choral literature. Music styles studied will include pop, oldies, music theatre and classical. Students will receive specific training on developing the male vocal range with healthy technique and appropriate tone quality. Each student will be expected to rehearse and perform with 100% effort in the goal of producing performances that meet superior standards of musical performance. Emphasis will be made on creating quality choral music in an enjoyable and expressive atmosphere. Students in Men's Choir are required to participate in concerts and festivals outside the school day.

Women's Choir

1753 & 1754

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful Audition with Director, 1-year HS choir experience.

Women's Choir is a women's vocal ensemble for students interested in the study of vocal music. Women's Choir will rehearse and perform SSA and SSAA choral literature. Students in Women's Choir are presented with opportunities to reach artistic levels of musicianship and vocal performance on repertoire that is diverse and encompassing. Each student will be expected to rehearse and perform with 100% effort in the goal of producing performances that meet superior standards of musical performance. Students in Women's Choir are required to participate in concerts and festivals outside the school day. An audition is required that will include sight reading, essay, interview, voice placement and prepared song performance.

Vocal Techniques

1751 & 1752

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful Audition with Director, 1-year HS choir experience.

Vocal Techniques is an opportunity for students with above average interest and aptitude for developing solo, duet and small vocal group skills. Students will regularly perform individually in front of the class in various styles on music. Curriculum will include units of studying appropriate techniques for pop, rock, jazz, musical theatre and classical styles of music. Students will study vocal anatomy and body mechanisms used in singing, vocal health practices, techniques for rehearsal and performance of solos, and training in teaching voice students. Students will perform in front of the class and in recitals scheduled throughout the year. Vocal Techniques requires significant out of class time for completion of assignments and learning repertoire. Students will audition with a song of their choice.

Vocal Expressions

1745 & 1746

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful Audition with Director, 1-year HS choir experience.

Vocal Expressions is an advanced SATB ensemble for students dedicated to the study of vocal music. Students in Vocal Expressions are presented with challenges to reach advanced levels of musicianship and vocal performance on repertoire that is diverse and encompassing. Each student will be expected to rehearse and perform with 100% effort in the goal of producing performances that meet superior standards of musical performance. Students in Vocal Expressions are required to participate in concerts and festivals outside the school day and will be called on to perform throughout the community.

Caritas

1721 & 1722

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful Audition with Director, 1-year HS choir experience.

Caritas is an advanced women's vocal ensemble for students interested in the study of vocal music. Caritas will rehearse and perform advanced level SSA and SSAA choral literature. Students in Caritas are presented with opportunities to reach artistic levels of musicianship and vocal performance on repertoire that is diverse and encompassing. Each student will be expected to rehearse and perform with 100% effort in the goal of producing performances that meet superior standards of musical performance. Students in Caritas are required to participate in concerts and festivals outside the school day.

World Languages

American Sign Language

American Sign Language I

2201 & 2202

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

ASL 1 is an introduction to American Sign Language (ASL). The first semester of this course includes basic grammar, vocabulary, fingerspelling, numbers, and cultural information related to the deaf community. The second semester is a continuation of basic study of the language and culture; an opportunity to build receptive and expressive sign vocabulary; use of signing space; further use of non-manual components of ASL grammar including facial expressions.

American Sign Language II

2205 & 2206

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful completion of ASL I

ASL II is a continuation of the study of ASL. The first semester of this course includes vocabulary, daily conversations, presentations, and advanced fingerspelling/numbers. During the second semester, students will continue building their vocabulary. Students will get an introduction to interpreting ASL grammar. Students will be responsible for videotaping and writing about their progress during the year. Interaction with members of the deaf community in both directed and non-directed activities will be required.

American Sign Language III

2209 & 2210

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of ASL I and II with a B or better.

ASL III is a continuation of the study of ASL. The first semester of this course includes vocabulary, daily conversations, presentations, and advanced fingerspelling/numbers. During the second semester, students will continue building their vocabulary. There will be discussion of regional and ethnic sign variations, as well as social political and educational institutions of the deaf community will be explored. Students will get an introduction to interpreting ASL grammar. Students will be responsible for videotaping and writing about their progress during the year. Interaction with members of the deaf community in both directed and non-directed activities will be required.

American Sign Language IV

2213 & 2214

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of ASL III with a B and Instructor Approval

This is an advanced course designed to increase vocabulary, expand and develop grammar structures, and examine the use of classifiers in conversational development. Students will practice interpreting through the use of videos and live performances. Interaction with members of the deaf community and both directed and non-directed activities will be required.

Mandarin Chinese

Mandarin Chinese II

2406 & 2407

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Mandarin Chinese I or instructor approval

NCAA DI Academic Standard

Students will continue to enrich their Chinese language knowledge and develop their communication skills in listening, speaking, reading and writing. Students will improve on sentence structures and expand their vocabulary through various class activities and projects. Students will also explore Chinese culture.

Mandarin Chinese III

2408 & 2409

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Mandarin Chinese II or instructor approval

NCAA DI Academic Standard

In this level 3 course the curriculum will reinforce and accelerate the student's language proficiency through introducing practical oral communication phrases and sentences, as well as sophisticated reading and writing strategies. The students will also improve their listening skills. The course will further integrate with Chinese culture topics aiming at developing in-depth understanding of the nature of the language and culture.

Mandarin Chinese IV

2410 & 2411

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Mandarin Chinese III or instructor approval

NCAA DI Academic Standard

In this level 4 course, student's language proficiency will be reinforced through practical and authentic teaching materials. Students continue to enlarge their Chinese vocabularies. More advanced grammar will be introduced to students. Students' abilities of communication in target language will be further developed. Students will develop more sophisticated skills in reading, writing, speaking and listening. In addition, students will develop better understanding about the language with more in-depth discussions on Chinese culture in this course.

Advanced Placement Mandarin Chinese

2416 & 2417

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Chinese IV and/or instructor approval

NCAA DI Academic Standard

This AP Chinese will emphasize the use of Chinese language for active communication and will be conducted primarily in Chinese. It is designed comparable to fourth semester (or the equivalent) college/university course. Students will experience a variety of speaking, reading, writing and listening activities that will help prepare them for the AP Chinese Language Exams. The instruction and interaction are expected to use the target language at least 90% of the time. The study of authentic texts from magazines to newspapers, as well as exposure to Chinese literature will increase a student's awareness of a global world. The AP Chinese course and exam are an important step in a commitment to further multiculturalism and multilingualism in secondary school education.

IB Mandarin Chinese SL

2414 & 2415

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Chinese IV and/or instructor approval

NCAA DI Academic Standard

This IB Chinese course will emphasize the use of Chinese for active communication. It is designed to increase competence and self-confidence for living and working in today's global society. It will be conducted primarily in Chinese and is meant to be equivalent to a college composition and conversation course. Students will experience a variety of speaking, reading, writing and listening activities that will help prepare them for the IB Chinese Language Exams. The instruction and interaction are expected to use the target language at least 90% of the time. The study of authentic texts from magazines to newspapers will increase a student's awareness of a global world.

Spanish

Spanish I

2302 & 2303

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

NCAA DI Academic Standard

Students will speak, read, write and understand basic Spanish. Students will learn how to conjugate verbs in the present and near future tenses. Students will be able to write sentences and short paragraphs in Spanish, as well as create dialogues and skits to perform in class. Students will begin to explore the Spanish-speaking culture in the United States and around the world.

Spanish II

2312 & 2313

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Spanish I

NCAA DI Academic Standard

This course is a continuation of the study of Spanish I. Students will continue to expand their knowledge of Spanish with thematic units. Students will also learn the past tense. Students will participate in skits, dialogues and cultural study.

Spanish III

2322 & 2323

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Spanish II

NCAA DI Academic Standard

This course is a continuation of the study of Spanish II. The pace of this course is faster than Spanish II. Students will develop speaking, reading, listening and writing skills. Students are expected to speak in Spanish as much as possible during class. Students will make individual and group presentations. Students will also continue to explore the culture of the Spanish-speaking world.

Spanish IV

2332 & 2333

Grades: 10-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Spanish III

NCAA DI Academic Standard

Students will improve listening, speaking, reading, and writing skills in Spanish while discussing authentic literature and film, as well as current events. Students are expected to speak in the target language at least 90% of the time. They will use critical thinking skills to compare and contrast Hispanic cultures with their own in order to foster an international spirit that will help them become global citizens. Class activities and projects will be evaluated using the published IB rubrics and guidelines. Students taking this course will have the opportunity to advance to either IB Spanish or AP Spanish.

IB Spanish SL

2335 & 2336

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Spanish IV and/or instructor approval.

NCAA DI Academic Standard

The IB / SL Spanish course seeks to enhance students' proficiency in Spanish as well as continue the study of the various Hispanic cultures. It is designed to increase competence and self-confidence for living and working in today's global society. It will be conducted in Spanish and is meant to be equivalent to a college composition and conversation course. Speaking and writing will be assessed using the IB rubrics. Students will be using a variety of methods including oral/aural assignments, presentations, dialogues, short compositions, and authentic readings from various Hispanic publications. The SL Spanish Exam will be given during this course.

Advanced Placement Spanish

2337 & 2338

Grades: 11-12

Two Semesters: 1 credit

Prerequisite: Successful completion of Spanish IV and/or instructor approval.

The AP Spanish course will emphasize the use of Spanish for active communication. It will be conducted in Spanish and is meant to be equivalent to a college composition and conversation course. Students will experience a variety of speaking, reading, writing and listening activities integrated with the study of the AP themes. The goal for this class is to prepare students for success on the AP Spanish Language Exam. The study of authentic texts as well as exposure to Hispanic literature will increase a student's awareness of a global world.

Oakland Schools Technical Centers

Northeast Campus - Pontiac

See your Counselor to apply for OSTC Courses

- OSTC – NEC courses are 2 ½ hour blocks offered in the morning (would not have a late start on Wednesday) and students generally receive 1 2/3 credits per semester.
 - Students are transported between out building and the Center, which is considered an extension of our high school.
 - Only students in Grade 11 and 12 are eligible
 - Most of the programs require two years for completion, however students may opt for only one year of a two-year program, or they may decide to complete a program by returning to OSTC for an additional year after high school graduation.
 - A completed application is required of all students who wish to take an OSTC class.
-

Information Technology, Entrepreneurship, Advanced Marketing

In the iTEAM cluster, students learn Information Technology skills in Networking and PC Troubleshooting, Web Development, Mobile Application Development, Database Administration, and Programming. Within these career opportunities, students can earn certifications including: Certified Internet Webmaster (CIW), Adobe Certified Expert, A+, Network+, and Microsoft Certified Professional (MCP). In addition, in the iTEAM career opportunity, students learn entrepreneurship skills and marketing skills that provide them with the knowledge necessary to manage and run their own business. They can also participate in an online partnership with Macomb Community College; earn college credits and a Certificate of Entrepreneurship or Information Technology. All students will have the opportunity to earn Microsoft Certified Application Specialist (2010) certifications, a Customer Service Certification, Sales Certification, and a Retail Management Certification.

Construction Technology

The Construction Technology cluster provides students with opportunities to learn skills to work in all areas of the construction field including: carpentry, interior/exterior finishing, electrical, plumbing, masonry, heating, ventilation, air conditioning and refrigeration (HVAC), home repair, building and grounds maintenance, and construction management.

Culinary Arts/Hospitality

This cluster prepares students for a broad background of skills and knowledge utilizing industry-based tools, equipment and technology required to be productive in a modern commercial kitchen with applications in business procedures for today's professional. Computer systems are used to maintain inventory, place orders, and produce communications through simulations of actual industry situations. Training is provided in cooking, menu design, staffing and scheduling, food preparation, and financial management. Additionally, students will contribute to the day-to-day operations of a restaurant and catering services. Travel, tourism and hospitality fundamentals are also covered in this two-year program.

Engineering/Emerging Technologies

This intensive and hands-on cluster will prepare students with skills to enter post-secondary institutions or move directly into employment opportunities. Students will learn high-tech engineering technologies like mechatronics which include virtual simulation, computerized manufacturing, rapid prototyping, and alternative energies through a variety of instructional methods and self-paced competency-based computerized modules. Students will learn mechatronics core foundational skills including: Design Processes (CAD), electricity/electronics, fluid power (hydraulics/pneumatics), machining/mechanical, quality insurance, robotics, and welding/fabrication.

Health Sciences

The Health Sciences cluster provides students with core and foundation skills for health fields such as medical assisting, laboratory, medical office technology, dental assisting, optical technology, nursing, and pharmacy. Also, students will gain an understanding in all areas of the health core curriculum including safety, anatomy and physiology, asepsis, ethics, medical terminology, pharmacology, prevention and office procedures. Additional training opportunities are available in phlebotomist, EKG technician, sports safety, radiology aide, surgical technical aide, respiratory therapy aide, occupational therapist, physical therapist, dietary aide, and medical records and billing.

Cosmetology

Successful completion of the Cosmetology program allows the student to apply for state licensing exams (requires post-secondary attendance). This course includes extensive hands-on instruction using an advanced integrated curriculum in academics, technical, and workplace skills. Core skills include entrepreneurship, salon ecology, safety and electricity, general anatomy, and chemistry. Technical skills include hair care and treatments, esthetics, nail technology, hair cutting and hair coloring.

Transportation Technology

The Transportation cluster provides an intensive hands-on program designed to prepare students with skills necessary to successfully enter into transportation careers. In this one or two-year course, the student will gain core and foundation skills related to gas and diesel engine theory, auto collision repair and refinishing, basic mechanical principles and the use of computerized diagnostic tools and equipment. Students will gain competency in safety concepts, equipment operation, and measuring. Safety, shop orientation, and tools and equipment are also part of the curriculum. The transportation cluster has National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) certification in Automotive Technology and Collision Repair.

Northwest Campus – Clarkston

See your Counselor to apply for OSTC Courses

- The Oakland Schools Technical Center Northwest Campus offers courses for students in career, employment and/or college preparation. Instruction is based on individual interests and skills.
- Students spend 1 ½ hours per day at the center in one of two sessions offered.
- No transportation is provided by Oxford Schools to the Northwest Campus.
- A completed application is required of all students who wish to take an OSTC class.

Biotechnology and Environmental Science

This one or two-year program is designed to prepare students with the skills necessary to successfully enter one or more of the following career areas: Natural Resources Systems, Environmental Systems, Animal Systems, and Plant Systems. Agribusiness and marketing skills, customer service, and biotechnology are provided as a significant portion of all curriculum areas. Technology is a significant component of the curriculum in the areas of aquaculture, hydroponics, tissue culture, and data transmission networking (meteorology, commodities and futures trading). The curriculum also includes greenhouse, organic garden, landscape management, schoolyard wildlife habitat, rain forest, animal laboratory, floristry, poultry habitat and small business management.

Business Management, Marketing, and Technology

The Business Management, Marketing, and Technology Cluster provides students with skills in keyboarding, word processing, spreadsheet, database, multimedia, technology management, and business communications. These skills can be used effectively and proficiently throughout a student's education and in the workforce for problem solving, document processing, research, and presentations. This one semester to two-year program offers a variety of career options that lead to business and industry certifications in areas including business management and ownership, database administration and programming, e-commerce, network administration, PC support and helpdesk, entertainment and tourism management, finance, real estate, marketing, property management, and web development. The Northwest Campus is a certified MOUS testing center and a certified training facility for network cabling and fiber optics, making it possible for students to work with the latest emerging IT career fields. An Oracle Internet Academy was opened in the fall of 2001, which trains students in web applications using Oracle software.

Construction Technology

The Construction Technology Cluster provides students with skills in areas such as carpentry, interior finishing, electrical, plumbing, masonry, HVAC/R, home repair, building maintenance, builder, developer and building inspector. Integral components of a student's training include Mathematics, good interpersonal skills, problem solving, communication, and team building skills.

Culinary Arts/Hospitality

The Culinary Arts/Hospitality Cluster prepares students with a broad background of skills and knowledge utilizing industry based tools, equipment, and technology. Students will learn skills and business applications required of professionals to be productive and successful in a modern commercial kitchen. Computer systems are used to maintain inventory, place orders, and produce communications through simulations of actual industry situations. Training is also provided in menu design, staffing, scheduling, and financial management.

Engineering/Emerging Technologies

This intensive and hands-on cluster will prepare students with skills to enter post-secondary institutions or move directly into employment opportunities. Students will learn high-tech engineering technologies like mechatronics which include virtual simulation, computerized manufacturing, rapid prototyping, and alternative energies through a variety of instructional methods and self-paced competency-based computerized modules. Students will learn mechatronics core foundational skills including: Design Processes (CAD), electricity/electronics, fluid power (hydraulics/pneumatics), machining/mechanical, quality insurance, robotics, and welding/fabrication.

Health Sciences

The Health Sciences cluster provides students with core and foundation skills for health fields such as medical assisting, laboratory, medical office technology, dental assisting, optical technology, nursing, and pharmacy. Also, students will gain an understanding in all areas of the health core curriculum including safety, anatomy and physiology, asepsis, ethics, medical terminology, pharmacology, prevention and office procedures. Additional training opportunities are available in phlebotomist, EKG technician, sports safety, radiology aide, surgical technical aide, respiratory therapy aide, occupational therapist, physical therapist, dietary aide, and medical records and billing.

Transportation Technology

The Transportation cluster provides an intensive hands-on program designed to prepare students with skills necessary to successfully enter into transportation careers. In this one or two-year course, the student will gain core and foundation skills related to gas and diesel engine theory, auto collision repair and refinishing, basic mechanical principles and the use of computerized diagnostic tools and equipment. Students will gain competency in safety concepts, equipment operation, and measuring. Safety, shop orientation, and tools and equipment are also part of the curriculum. The transportation cluster has National Automotive Technicians Education Foundation (NATEF) and Automotive Service Excellence (ASE) certification in Automotive Technology and Collision Repair.

Visual Imaging Technology

Students of the Visual Imaging cluster will be training towards careers that communicate ideas and information to the public and include the areas of graphic communication, design communication, interactive multimedia/animation, and audio, video and film production skills and processes. This cluster provides training opportunities in screen-printing, press operations and bindery; graphic layout, advertising design and marketing presentations used in flat art or the print publishing world. As for the electronically distributed universe, the student will be introduced to audio and video, and interactive media design and implementation used in radio, DVD, CD-ROM and the World Wide Web.

Oxford Dance Conservatory

The mission of the Oxford Dance Conservatory is to prepare students with the skills necessary to be successful in higher-level dance education programs or the professional dance world. Students in this program study classical dance as well as styles utilized in the entertainment and commercial industry. Students also have opportunities to expand creative and problem solving skills through completion of assignments and projects and the development of their own choreography. The ODC is partners with Oakland University and works with Madonna University annually, giving students the opportunity to experience collegiate dance and work with renowned choreographers. ODC dancers take part in several performances every year. Students who earn at least a 3.5 grade point average in the course and dance at the advanced level for a minimum of two years will receive the Oxford Dance Conservatory endorsement upon graduation.

Oxford Arts Conservatory Majors

Dance

Oxford Arts Conservatory Dance Classes

Dance & Stage Movement

1816 & 1817

Grades: 9-12

Two Semesters: 1 credit

Prerequisite: none

Students will be trained in the areas of ballet and modern dance. In ballet, students will learn and use vocabulary and definitions to deepen their knowledge of the form. Emphasizing core support, spatial awareness, dynamic alignment, momentum, rhythm and floor movement is part of the modern dance curriculum.

Intermediate Dance Conservatory

1824 & 1827

Grades: 9-12

Two Semesters: 2 credits (block)

Prerequisite: Audition

Students will be trained in Classical Ballet technique emphasizing alignment, clarity of line and shape, and healthy movement mechanics. Students will learn and use ballet vocabulary and definitions to deepen their understanding of the form. Core support, spatial awareness, dynamic alignment, momentum, rhythm and floor movement is emphasized in Modern Dance.

Advanced Dance Conservatory

1826 & 1827

Grades: 9-12

Two Semesters: 2 credits (block)

Prerequisite: Audition

Students will be trained in Classical Ballet technique emphasizing alignment, clarity of line and shape, and healthy movement mechanics. These principles will start to become automatic with the students self-assessing. Students will expand their use ballet vocabulary and understanding of the definitions to be able to perform combinations with verbal cueing. Performance quality and musicality will be layered onto the training.

Core support, spatial awareness, dynamic alignment, momentum, rhythm and floor movement will be emphasized in Modern Dance. Performance choices will be explored as kinesthetic awareness is heightened. Experience will be gained as a solo performer and as part of an ensemble.

NONDISCRIMINATION CLAUSE

Non-Discrimination Clause: Oxford Community Schools does not discriminate on the basis of race, color, religion, national origin, sex (sexual orientation or gender), disability, age, height, weight, marital status or any other legally protected characteristic, in its programs, services or activities, including employment opportunities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: David Pass, Assistant Superintendent of Human Resources, 10 North Washington Street, Oxford, MI 48371, (248) 969-5004.
