

2017-2018

Course Catalog



WHERE THE GLOBE IS OUR CAMPUS

Oxford Bridges

High School

Dear Oxford Bridges Students and Parents,

The high school years are filled with many wonderful opportunities and many decisions to be made. Students begin to consider the direction their lives may take. To help students make good choices it is essential that parents discuss with their teen options available to them and how the decisions they make today will impact the future. Oxford Bridges provides a unique opportunity and educational experience designed to meet the many difficult challenges some students may face. Students at OBHS enter a special program designed to fit their individual needs.

This Course Catalog contains the information you will need to plan and select courses for next school year, as well as for developing 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.

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

Sincerely,
Aletha VanLoozen, Principal

Oxford Bridges High School
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Web Site: <http://bridges.oxfordschools.org/>

Oxford Bridges Staff

Administration:	Aletha Vanloozen	Principal
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	Nicole Flores	Online Support/Paraprofessional
	Amy Lewan	ELL Support
	Mallory Mallory	History
	Witney Stern	ELA
	Michelle Times	Student Intervention/Paraprofessional
Admin. Asst.	Diana Eldridge	

CENTRAL ADMINISTRATION

Sam Barna	Assistant Superintendent for Business and Finance
Nancy Latowski	Assistant Superintendent of Human Resources
Denise Sweat	Associate Superintendent of Student Services
Tim Throne	Superintendent
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BOARD OF EDUCATION

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VISION STATEMENT

Building an educational community of inquiry and acceptance through open-mindedness, communication and reflection.

MISSION STATEMENT

The mission of Oxford Bridges High School is to provide an exemplary alternative academic setting to the traditional high school. Establishing an environment in which all students can have the opportunity for acceptance, support and educational success.

CORE VALUES

Bridges High School focuses on the following core values for the development of a culture that is tolerant and cohesive emphasizing on collaboration and the building of 21st century skills.

- * **Respect**
- * **Integrity**
- * **Diversity**
- * **Community**
- * **Pride**
- * **Open-mindedness**
- * **Kindness**

NONDISCRIMINATION POLICY

Oxford Secondary Schools work together with local and global communities to educate learners with rigorous coursework, while fostering skills relevant to each individual and enhancing cooperative relationships. We prepare learners for success in a world community where they are invested in the process of making principled decisions.

INTERNATIONAL BACCALAUREATE

Oxford Bridges High School is not part of the IB program at Oxford High School; however, we believe the intended outcomes of IB instruction should be an integral part of all student learning.

OXFORD LEARNERS STRIVE TO BE:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experiences.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

STATE REQUIREMENTS AND 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 their child's progress against the goals contained in the personal curriculum plan as well as contacting individual teachers 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. Requests to make modifications to health/physical education and visual and performing arts requirements based on additional courses beyond the required credits in Language Arts, Math, Science, Social Studies, or World Language will be allowed only if there is no elective class within their schedule that can be dropped to add the state requirement.

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

2016 and above GRADUATION REQUIREMENTS

Language Arts 4 credits

ELA 9	ELA 9	ELA 10	ELA 10	ELA 11	ELA 11	ELA 12	ELA 12
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Social Studies 3 credits

American History	American History	Civics	Econ	World History	World History
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Math 4 Credits

Algebra I	Algebra I	Geometry	Geometry	Algebra II	Algebra II	Elective Math	Elective Math
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Science 3 Credits

Biology	Biology	Chem/Physics	Chem/Physics	Elective Science	Elective Science
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PE/Health 1 credit

PE	Health
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21 total credit requirements

Art 1 Credit

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World Language 2 credit

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Electives 3 credits (3.5 with Alg. IIB PC)

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Oxford Bridges High School Course Descriptions

Language Arts

Language Arts 10 -American Literature

GRADE 10

Two Semesters: 1 credit

Students will discover and investigate the historical and philosophical origins of America as they discuss parallels between contemporary situations and situations dealt with during American History. Students will discuss the rights and values of Americans as well as the importance of being active citizens.

Language Arts 11 -British Literature

GRADE 11

Two Semesters: 1 credit

Students will explore human organization in a variety of regions by experiencing a variety of genres. Students will be working with *The Hamlet*, *Frankenstein*, and *Animal Farm* as they discuss heroism and relate it to the world today.

Students will read, discuss, and modernize a variety of texts as they begin to consider the effects that past events had on present day in order to better understand the varying perspectives around the world.

Language Arts 12-Writing

Grade 12

Two Semesters: 1 credit

The goal for English 12 is to refine, apply, and extend the solid foundation of knowledge, skills, and strategies developed in English 9-11. With an emphasis on leadership and personal growth, students will experiment with a variety of genres of writing.

Mathematics

Geometry

GRADE 10

Two Semesters: 1 credit

Although mathematics is a specific area of knowledge, the kind of thinking developed in mathematics can be applied in all facets of life. Learning math in a creative setting emphasizes problem solving, developing and evaluating mathematical arguments, and being able to communicate one's ideas appropriately. The Bridges geometry curriculum engages students in hands-on, exploratory learning that assists them in applying logical and critical thinking skills, increases their ability to recognize mathematical relationships and readily allows them to use problem solving skills. Students will engage in geometric thinking and reasoning techniques throughout the year including the real-life application of geometry through the Crossing Bridges Boat Building Project, the analysis and creation of a beehive and overall school improvement projects. Although this course is not assessed for benchmarks outside of the area of math, many of the activities include elements of ELA and visual arts principles which enriches the experience.

Algebra 2A

GRADE 12

Two Semesters: 1 credit

This course covers the first half of Algebra II. 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 exponential equations. Many of the problems solved in the Algebra II course are real-life applications. The student and parent must complete a Personal Curriculum if Algebra IIB is not going to be completed.

Financial Literature

GRADE 12

Two Semesters: 1 credit

Financial math offers students an opportunity to learn skills related to math encountered in real world applications. For example, checking accounts, credit cards, financing cars, applying for loans etc. These skills will increase student knowledge regarding their role in economic decision making.

Science

Physics

Grade 11

Two semesters: 1 Credit

The 11th grade Physics course will engage students in a rigorous laboratory experience, allowing them to gain an understanding of the equations and formulas of physics and to make connections between the concepts of physics and their everyday world. Students will build a strong foundation allowing them to predict, control, calculate, measure, and observe their interactions with the physical world around them on a daily basis. This conceptual base will also foster their critical and analytical thinking for use throughout their lifetime. When we not only observe, but also understand the rules of nature that govern our physical world we are more fulfilled and well-rounded individuals. Concepts covered will include measurement; matter and energy; forces and motion; work and power; sound; electricity and magnetism.

Astronomy

GRADE 10

Two semesters: 1 Credit

Astronomy is offered as the 3rd elective credit for the Michigan Merit Curriculum requirements. Astronomy is the science that deals with the study of the heavens and the realms extending from the Earth's atmosphere to the distant reaches of the universe.

You will encounter planets with dead volcanoes where summits dwarf Mount Everest and stars that are a hundred times the size of the Sun (mass of the Sun = 1.98×10^{30} Kg; Radius of the Sun = 7000,000 km). They are so vast that the Earth seems like a grain of in comparison. Even more amazing is the size of our Milky Way galaxy, which is approximately 100,000 light years across and is relatively minuscule to the diameter of the Visible Universe which is believed to be about 15 Billion light years. The size of the Total Universe is still virtually unknown because it consists mostly of Dark Matter which is invisible to us and cannot be assessed. Still scientists believe that the all of the luminous objects in our visible universe represents a mere 1% of the total mass.

Social Studies

Civics

GRADE 10

One Semester: .5 credit

Fundamental to the understanding of American government and culture is the core concept of democracy. Through this course, students will increase their knowledge of the founding principles and values of the U.S. Government, but more importantly, the students will learn to take their knowledge and apply it by becoming active participants in their communities. Throughout the course, students will engage in learning experiences that provide authentic interaction with the community through the adoption of a societal or public issue, student simulations of democratic processes such as the mock election participation, and discussions about the forming of their own core values.

Economics

GRADE 10

One Semester: .5 credit

Throughout their lives, students will encounter various economic concepts, principles, and issues. Students will need to be able to apply basic economic skills in order to be productive citizens and maneuver through the financial world. This course will provide a unique opportunity for students to combine their knowledge of the theoretical concepts with practical, real-life decisions about employment options, consumer choices, and personal finance. An understanding of basic economic concepts such as supply and demand, opportunity costs, recession, the business cycle, resources, scarcity, and economic growth will enable students to analyze local, state, national, and international economic questions and issues.

World History and Geography

GRADE 11

Two Semesters: 1 credit

Knowing how we are similar or different than those who came before us is intriguing and thought-provoking. This diverse World History course will explore those concepts and more as students examine the past. Students will compare the social, political, and economic structures as well as the impact religion has had around the world. Methods used include reading and analyzing stories from the past, class discussions and hands-on projects.

Elective Courses

Writing for Publication

One semester: .5 credit

Writing for Publication allows students to use their own creative and original ideas to develop pieces of written work. This class will focus on different genres of writing and teaching students to be proficient writers. With direction from the instructor, students will learn how to develop, edit and create compositions which can be featured in professional literary publications. The culminating activity will be the publication of a book of student's creative literary work.

Global Events

Two semesters: 1 credit

The course gives students an opportunity to look at cultural and global issues from the perspective of how it impacts them individually, as a society and community. Students learn how political ramifications (both current and historical) impact societal views of culture. Students utilize similarities and differences as it relates to political ideology, religious affiliation, traditions, gender roles and other common themes of societal groups.

World Studies

Two Semesters: 1 credit

Global Studies begins by delving into the basics of geography and major religions around the world. The second semester focuses on three major countries, Brazil, Japan and India. The class will explore the culture, landscapes, major industries, and other key points of interest of each country. This class compares and contrasts cultural diversities, religions, socio-economics, and other significant topics.

Service Learning

Maymester: .5 credit

This course was developed with the intent of providing students with the opportunity to identify and address real-world problems using 21st century skills, leading to community collaboration for solution-focused outcomes. We hope to engage students in a way that they have a better understanding of their role in the world they live in. That by gaining skills of global awareness, citizenship, as well as, collaboration, critical thinking and problem solving, they can affect change in the Community. As well as, develop and prepare for post-high school by developing necessary career/college readiness skills.

Credit Recovery

U.S. History/ELA 9 Credit Recovery **Two Semesters: 2 credits**

This cross-curricular course provides students with an opportunity to earn credit in both U.S. History and ELA 9 in a regular seated classroom environment. Students will be learning about the course of U.S. History using ELA literature to support learning. The class will support proficiency in History, as well as, enhance reading and writing competency.

Online Credit Recovery **One Course: .5 credit**

Credit recovery is offered to all students to make up courses failed in the 9th grade. Courses are internet based therefore students are able to work on lessons from home. Students are able to earn elective credit by applying study skill requirements while in class.

Miscellaneous Online Courses **One Course: .5 credit**

Students have variety of online courses available to them through the virtual platform Gradpoint. These courses allow students to take elective and core courses needed for graduation.