

2020-2021
Course Catalog



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, and the path that will lead them there. 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 their future. Oxford Bridges High School provides a unique opportunity and educational experience designed to meet the many difficult challenges some students may face. Students at OBHS enter an environment that is designed to fit their individual needs.

This Course Catalog contains information you may want to assist in planning and selecting 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
1420 Lakeville Road
Oxford, MI 48371
248-969.1884

Web Site: <http://bridges.oxfordschools.org/>

Oxford Bridges Staff

Administration:	Aletha Vanloozen	Principal
Teaching Staff:	Nicholas Cost	Math/Science
	Nicole Flores	Online Support/Paraprofessional
	Ryan Edwards	History
	Amy Lewan	ELL support
	Anna Sommers	Teacher Consultant
	TBA	ELA
Admin. Asst.	Diana Eldridge	

CENTRAL ADMINISTRATION

Sam Barna	Assistant Superintendent for Business and Finance
David Pass	Assistant Superintendent of Human Resources
Denise Sweat	Associate Superintendent of Student Services
Tim Throne	Superintendent
Ken Weaver	Chief Academic Officer

BOARD OF EDUCATION

Dan D'Alessandro
Korey Bailey
Thomas E. Donnelly Jr.
Erick Foster
Chad Griffith
Mary Hanser
Heather Shafer

OXFORD BRIDGES HIGH SCHOOL

VISION

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

MISSION STATEMENT

To provide an exemplary alternative educational setting in which all students have the opportunity for academic success and the development of Essential Life Skills

CORE VALUES

- Integrity
- Diversity
- Community
- Tolerance
- Collaboration
- Resilience

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.

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.

INTERNATIONAL BACCALAUREATE

Oxford Bridges High School is not part of the IB program; however, we believe the intended outcomes of IB instruction should be an integral part of all student learning. These outcomes are connected to the Profile of a Graduate which we have integrated into our daily curriculum.

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
-------	-------	--------	--------	--------	--------	--------	--------

Social Studies 3 credits

Am. History	Am. History	Civics	Econ	World History	World History
-------------	-------------	--------	------	---------------	---------------

Math 4 Credits

Alg. I	Alg. I	Geom.	Geom.	Alg II	Alg II	Elective Math	Elective Math
--------	--------	-------	-------	--------	--------	---------------	---------------

Science 3 Credits

Biology	Biology	Chem/Physics	Chem/Physics	Elective Science	Elective Science
---------	---------	--------------	--------------	------------------	------------------

PE/Health 1 credit

PE	Health
----	--------

Art 1 Credit

--	--

World Language 2 credit

--	--	--	--

Online Learning Experience .5 credit

--

Electives 3 credits (3.5 with Alg. IIB PC)

--	--	--	--	--	--	--

TOTAL 21.5 Credits

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 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

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.

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.

This class can be taken more than once for credit

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.

Yearbook

One semester: .5 credit

This course offers students an opportunity to create and publish the school's yearbook. Students learn how to take photos, design page layouts, use original ideas and learn editing skills to produce the final product. Students need to collaborate with other class members to brainstorm original ideas for the yearly theme. Students can take this course more than once for credit.

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.

Student Academic Success **One Course: .5 credit**

Student Academic Success is an intervention class to assist students in becoming successful in both seated and online credit recovery courses. It is also to provide students with tools to learn lifelong skills such as planning, time management, as well as discovering post-secondary interests and making a plan for after high school. Students will be required to keep weekly journals, planners and a system for organizing academics that will be reviewed weekly with Interventionists. All students assigned to this class, have an online course they need to complete. Students can take this course more than once for credit.

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

Students have a 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. These courses will be assigned to students during their SAS hour and online hours. Completion of an online course will meet the ONLINE LEARNING EXPERIENCE credit requirement.

Students can also access a variety of online courses through the Oxford Virtual Academy. Courses can be viewed online by using this link.

<https://tinyurl.com/OVAcourses>

Students can request courses through the office.

DUAL ENROLLMENT:

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 the courses they are taking in 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 High School curriculum before considering other postsecondary options.

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 for 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 six (6) 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 enrollment forms. Students can earn both college and high school credit. This must be declared at registration and college transcripts must be provided to OBHS · 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-ration of the school year the post-secondary institution. · Dual enrollment classes do not qualify 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: o 9th grade – not more than two courses per year in 9th, 10th, and 11th grade, and not more than four courses in grade 12 o 10th grade – not more than two courses in 10th grade, and not more than four courses in 11th and 12th grade o 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