

# 2021-2022 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: [Oxford Bridges High School: Home](#)

## **OXFORD BRIDGES STAFF**

|                 |                  |                 |
|-----------------|------------------|-----------------|
| Administration: | Aletha Vanloozen | Principal       |
| Teaching Staff: | Nicholas Cost    | Math/Science    |
|                 | Nicole Flores    | Interventionist |
|                 | Ryan Edwards     | History         |
|                 | Amy Lewan        | ELLSupport      |
|                 | Witney Stern     | ELA             |
|                 | Michelle Times   | Interventionist |

## **CENTRAL ADMINISTRATION**

|                     |   |
|---------------------|---|
| Tim Throne          | Superintendent                                    |
| Ken Weaver          | Deputy Superintendent of Curriculum & Instruction |
| Sam Barna           | Assistant Superintendent for Business and Finance |
| Jill Lemond         | Assistant Superintendent of Student Services      |
| David Pass          | Assistant Superintendent of Human Resources       |
| Pam Biehl           | Director of Special Education                     |
| Anita Qonja-Collins | Assistant Superintendent of Elementary Education  |

## **BOARD OF EDUCATION**

|                     |                |
|---------------------|----------------|
| Thomas Donnelly Jr. | President      |
| Erick Foster        | Vice President |
| Heather Shafer      | Secretary      |
| Kory Bailey         | Treasurer      |
| Dan D'Alessandro    | Trustee        |
| Mary Hanser         | Trustee        |
| Chad Griffith       | Trustee        |

## **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.

# **PORTRAIT OF A GRADUATE**

## **CHARACTERISTICS AND COMPETENCIES**

### **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.

# Graduation Requirements

Understanding that students transferred to OBHS are behind in credits, we have reduced the number of elective credits needed for graduation. This allows students to be successful and graduate in a timely manner.

## Graduation Requirements- Class of 2022 and 2023

|                              |  |
|------------------------------|--|
| English Language Arts        | 4                                      |
| Sciences                     | 3                                      |
| Mathematics                  | 4                                      |
| Social Studies               | 3                                      |
| PE                           | 0.5                                    |
| Health                       | 0.5                                    |
| World Language               | 2 (1 with a VPA exchange)              |
| Visual/Performing Arts (VPA) | 1 (2 if exchanging for world language) |
| Remaining Electives          | 3                                      |
| <b>Total</b>                 | <b>21</b>                              |

## Graduation Requirements- Class 2024 and above

|                              |  |
|------------------------------|--|
| English Language Arts        | 4                                      |
| Sciences                     | 3                                      |
| Mathematics                  | 4                                      |
| Social Studies               | 3                                      |
| PE                           | 0.5                                    |
| Health                       | 0.5                                    |
| World Language               | 2 (1 with a VPA exchange)              |
| Visual/Performing Arts (VPA) | 1 (2 if exchanging for world language) |
| Technology                   | 0.5                                    |
| Service Learning             | 0.5                                    |
| Remaining Electives          | 3                                      |
| <b>Total</b>                 | <b>22</b>                              |

## **Additional Graduation Requirements**

**Educational Development Plans (EDP) Each student shall develop an Educational Development Plan (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 Interventionist. It will 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 warrants.

# 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 content 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, 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.

## Additional Modifications

Students transferring to Oxford Bridges High School will have an option for a personal curriculum for Algebra IIb. The State of Michigan allows for this for all students who struggle with mathematics. Algebra IIb will be offered to those students who prefer to take both semesters.

Students at times are transferred in their senior year both first and second semester. Taking this into account, the requirements for graduation may be altered if necessary so as not to penalize students for transferring in.

Any students requiring modifications outside of State mandated graduation requirements will have a transfer personal curriculum that indicates those changes. The personal curriculum must be approved by the parent/guardian of the student.

# Grading Policy

Oxford Bridges High School transitioned to Standards Based grading in 2014-2015. Standards Based grading is a system of instruction, assessment, grading and academic reporting that are based on students demonstrating understanding and mastery of the knowledge and skills they are expected to learn as they progress through their education.

Students will not receive traditional grades of A-E, but instead will receive 0-4. An explanation of the grading scale is below. Each teacher modifies the scale to fit the content of the classroom.

## BRIDGES GRADING SCALE

| <b>MASTERY LEVEL</b> | <b>STUDENT CAN</b>   |
|----------------------|--|
| 4.0 EXCEEDING        | <ul style="list-style-type: none"><li>*Demonstrate correct in-depth inferences and connections</li><li>*Go beyond what was taught in class</li><li>*Be able to apply knowledge learned to situations outside those specifically taught in class. For example; real world applications and expansion of thinking to future uses</li></ul> |
| 3.0 MEETING          | <ul style="list-style-type: none"><li>*Demonstrate everything taught without errors or omissions</li><li>*Answer Essential Questions and assessments fully</li><li>*Be able to synthesize/analyze content information</li></ul>  |
| 2.0 PROGRESSING      | <ul style="list-style-type: none"><li>*Demonstrate all simple content</li><li>*Make major errors or omission in complex details</li><li>*Be able to thoroughly apply skills and concepts being taught i.e. explain, compare/contrast, give examples</li></ul>  |
| 1.0 BEGINNING        | <ul style="list-style-type: none"><li>*Demonstrate some of the simpler content inconsistently</li><li>*Show reliance on teacher assistance</li><li>*Be able to recall and reproduce skills and content</li></ul>   |
| 0.0 BELOW            | <ul style="list-style-type: none"><li>*Display no knowledge of standard or concept</li></ul>   |

## **POLICY FOR E'S ON INCOMING OHS TRANSCRIPTS-Class of 2022 and beyond**

Students who have been transferred to OBHS have failed several courses which significantly lowers their overall GPA. While the transcript will continue to report ALL grades, grades for any classes that are taken due to previous failure will replace the prior E and the new GPA will count toward the student's cumulative GPA. OBHS does not currently rank students.

# Oxford Bridges High School Course Descriptions

## ENGLISH LANGUAGE ARTS

### **Language Arts 10**

**GRADE 10**

**Two Semesters: 1 credit**

Students will analyze media in a variety of forms focusing on the role of social and news media in shaping public opinion and culture. Students will participate in productive discussion in literature circles using young adult texts as the basis for discussion. Students will practice refining language choice through a variety of writing tasks and anchor texts including short stories, essays, and a novel study of *Unwind* by Neal Shusterman.

### **Language Arts 11**

**GRADE 11**

**Two Semesters: 1 credit**

Students will refine research and sourcing skills through a variety of tasks including rhetorical analysis of arguments, a crime scene simulation, and the creation of several argumentative writing pieces. Readings will focus on craft and structure through analysis of informational pieces, political speeches, and an author study of the works of Edgar Allan Poe.

### **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. OBHS 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.

## **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 11<sup>th</sup> 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 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 3<sup>rd</sup> elective credit for the Michigan Merit Curriculum requirements. Astronomy is the science that deals with the study of the realms extending from the Earth's atmosphere to the distant reaches of the universe. You will encounter planets with dead volcanoes whose summits dwarf Mount Everest and stars that are a hundred times the size of the Sun (mass of the Sun =  $1.98 \times 10^{30}$  Kg; Radius of the Sun = 7000,000 km). They are so vast that the Earth seems like a grain of sand 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 represent 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 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 from 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.

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.

# **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 a 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.

## **Oakland Schools Technical Center (OSTC)**

OSTC offers career preparation programs for 11th and 12th grade students in three-hour blocks of intensive hands-on technical vocational curriculum. This program gives students the ability to earn core credits while learning technical skills. This program also offers students the opportunity to earn certifications for post secondary employment. For more information on what is offered please visit [Northeast OSTC Campus](#). OBHS students attend afternoon sessions.

# **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 acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, establish and maintain supportive relationships, and make responsible and caring decisions.

This course will also discuss effective 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 platforms, 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.

## **Online Learning Experience**

**One Semester: .5 credit**

Completion of a virtual course during an online hour or completion of all online aspects of Service Learning 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 proportion 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](https://www.michigan.gov/mde/0,4615,7-140-81351_40085---,00.html)